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ABSTRACT

Recently, eight reports have been released that deal with restructuring education in North Carolina. These reports were issued by the State Department of Public Instruction, the Task Force on Excellence in Education, the Middle Grades Task Force, the Tar Heel Association of Principals/Assistant Principals, the Governor's Commission on Workforce Preparedness, North Carolina Citizens for Business and Industry, the Public School Forum of North Carolina Rural Initiative Study Group, and the North Carolina Association of School Administrators Division of Superintendents. Although the reports differ, two themes predominate: (1) there should be high expectations of all students, accompanied by a strenghtened curriculum; and (2) there should be a focus on student outcomes as a means of evaluating the state's educational system and becoming accountable to the public. Other emergent themes include decentralized decision making and the flexibility to achieve it, closer school-business-parent partnerships, and increased investment in staff through better salaries and training. Recommended policy changes range from changes in certification standards to changes in school finance designed to ensure a basic education for every child. The appendices contain a listing of recommendations by report. (Author/MLH)

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ED 333 551

Restructuring Education in North Carolina:

A Synthesis of Eight Education Reform Reports

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April, 1991

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Division of Development Services
Research and Development Services Area

Bob Etheridge, Superintendent
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EA 023 052

PREFACE

During this past decade, numerous individuals and groups of experts have reached the conclusion that education as it has existed in this country is not adequate to prepare students for the 21st Century. Both professional educators and the general public now express the conviction that we must change our educational system dramatically in order for our students to succeed as adults.

Having reached consensus on the need for change, however, we are facing some difficult questions: What must be changed? How should we change? Who will be responsible for making these changes? In order to build a more effective educational system, we need to reach consensus on future goals and objectives. While there may be several strategies to solve our educational challenges, different solutions without consensus on a common vision and goals may lead to chaotic restructuring.

Eight groups interested in restructuring or "reinventing" education in our state have recently issued eight different reports. Concerned about the potential lack of focus and the need to synthesize the many recommendations in these reports, Dr. Carolyn Cobb, Dr. Anne Hocutt, and Ms. Bobbye Draughon of the Division of Development Services analyzed these reports, determined whether there were any common themes among them, and synthesized the information that is presented in this document.

While each report differed in some ways from the others and several contain controversial features, a consensus around several themes emerged about what must be done to restructure schooling in North Carolina. This consensus should make it easier for citizens and professional educators in our state to realize a vision of schooling that will provide a basis for essential redesign of the educational system for the 21st century.

EIGHT EDUCATION REFORM REPORTS

A 20-Point Plan for Reshaping K-12 Education in North Carolina
North Carolina Department of Public Instruction
September 1990.

Restructuring North Carolina's Public Schools: A Report of the State Superintendent's Task Force on Excellence in Secondary Education
Task Force on Excellence in Secondary Education
January 30, 1991.

Last Best Chance: Middle Grades Task Force Report
Middle Grades Task Force
January 1991.

Schools for the Twenty-First Century: A Position Paper on School Reform in North Carolina
The Tar Heel Association of Principals/Assistant Principals
February 28, 1990.

The Skills Crisis in the Workplace: A Strategic Response for Economic Development
Governor's Commission on Workforce Preparedness
November 8, 1990.

Recommendations for the Reform of Public Education in North Carolina
North Carolina Citizens for Business and Industry
March 21, 1990.

All That's Within Them: Building A Foundation for Educational and Economic Growth
Public School Forum of North Carolina, Rural Initiative Study Group
December 1990.

A Comprehensive Plan for Improving North Carolina Education
The Division of Superintendents, North Carolina Association of School Administrators
March 13, 1991.

EXECUTIVE SUMMARY

Eight reports have recently been released that deal with restructuring education in North Carolina. These reports come from the following organizations or groups:

Department of Public Instruction,
Task Force on Excellence in Secondary Education,
Middle Grades Task Force,
Tar Heel Association of Principals/Assistant Principals,
Governor's Commission on Workforce Preparedness,
North Carolina Citizens for Business and Industry,
Public School Forum of NC, Rural Initiative Study Group, and
Division of Superintendents, North Carolina Association of School Administrators.

While the reports differ, two predominant themes about schooling emerge from them:

(1) we should have high expectations of ALL students -- including a strengthened curriculum, and
(2) we should focus on student outcomes as a means of evaluating our educational system and being accountable to the general public.

Other themes emerging from many reports include:

- decentralized decision-making and flexibility to achieve it,
- closer school–business–parent partnerships, and
- increased investment in staff through better salaries/training.

A number of policy changes are also recommended ranging from changes in certification standards to changes in school finance designed to assure a basic education for every child.

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- The Skills Crisis in the Workplace: A Strategic Response for Economic Development
- Recommendations for the Reform of Public Education in North Carolina
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VISION FOR RESTRUCTURING SCHOOLS

A Strategic Vision for Restructuring Schools in North Carolina

Carolyn T. Cobb, Ph.D., Director
Division of Development Services

Our nation is approaching the year 2000 with an education system developed in the early 1900's. Many children are now in classrooms that are no longer adequate to meet their needs nor to meet the needs of an increasingly complex society. Since many of their parents attended school, our society has undergone significant social and economic transformations that render traditional school structures ineffective for many students--from the at risk to the academically talented. These transformations include profound changes in family patterns, population characteristics, societal stressors, and economic structure and realities.

Educational reform became a focus in 1983 with the publication of A Nation At Risk, which recognized a need for increased excellence in our schools. Subsequent reports and reform efforts have emphasized changes such as increased academic standards and expectations, greater emphasis on basic skills, increased accountability through testing (e.g., standardized achievement, end-of-course, high school competency), increased time for learning, and increased teacher accountability.

More recently, concern has focused on the increased numbers of students at risk for academic, personal, and social problems. Educators and the community at large acknowledge the devastating economic and social impact of high student dropout rates, students graduating without functional skills, and students experiencing serious academic and personal problems which prevent them from becoming productive members of society.

Schools are facing increasing numbers of students with multiple risk factors--children from single parent homes, from immigrant families, from poor families, from dysfunctional families--as well as ethnic minorities who historically have been denied access to the training and employment needed to participate in an increasingly complex society. Social-personal problems confronting students, such as teenage pregnancy, substance abuse, neglect, peer pressures and family stress, contribute to increasingly complex educational needs.

The educational reforms of the past decade have been important in providing a foundation for excellence in education. It has also become increasingly clear that striving for excellence without also ensuring equity leaves many students disenfranchised. A new phase of educational reform is required and North Carolina is committed to finding the most effective ways to educate all students.

Making minor adjustments to the current educational system is no longer an adequate solution. Many of the traditional, basic assumptions about schooling need to be reconsidered. Some of these assumptions are age-graded lock-step classes, extensive use of retention and tracking, emphasis on norm-referenced comparisons, and categorical eligibility requirements for special assistance that are unrelated to instructional needs. Restructuring must occur from preschool ages through high schools, and school structures may need to differ at different age levels.

The knowledge to facilitate thoughtful and effective systemic change in education is available. Systemic restructuring must be empirically based, with flexibility as needed within a given community and/or school. Although there is no single model of restructuring, some underlying principles and needs have been demonstrated through research and experience to be important to success for all students. These principles are provided as a vision for restructuring schools. They can provide a basis for consensus on the direction for changes needed and a framework for understanding the various elements of reform being proposed by different groups.

Principles for Restructuring

1. High Expectations/Strengthened Curriculum for All Students

A fundamental belief in restructuring the current system is that all students can learn the essential curriculum. This does not mean that "most" students can learn or that students can learn to their "maximum potential." It means that we believe that all students are capable of learning if provided the appropriate instructional settings and strategies. While there will continue to be a need for special services or programs for seriously handicapped students or other unique needs, we must raise the expectations for all students in our schools.

Students can learn at higher levels than we have ever set for them. There must be a challenging common curriculum for all students. All students must be involved in a meaningful curriculum and encouraged to use higher-order thinking skills. The curriculum must prepare students for the twenty-first century workforce and for continued learning.

While well intended, lower expectations for some students often lead to "watered down" or remedial courses for students in academic difficulty. Remediation is often rote, boring, and limited. Students cannot acquire proficiencies to which they are not exposed. Restructured schools will reflect principles of effective schools and will use excellent teaching and instruction for all students. High expectations will be reflected in the school's mission, its curriculum, teaching strategies, rules and procedures, homework assignments, and attitudes of staff.

2. Acceptance of Diversity in a Single System

Restructured schools will not need extensive use of tracking and grade retention. While there are specific uses for instructionally-based grouping, the widespread use of tracking and grade retention is not supported by research. Lower level tracks particularly are harmful to students. Heterogeneous age-grade groupings recognize that all students of the same age will not necessarily master the same objectives in the same period of time.

Effective schools ensure a single educational system for all students that strives to integrate special needs instruction within the "regular" education program. Little emphasis will be placed on categorical pull-out programs as a way to address unique learning needs. Interventions based on identified instructional needs and not arbitrary program labels (e.g., learning disabled, gifted) increasingly will be utilized.

Children learn in different ways, and participative and experiential learning that promotes understanding and problem-solving should be incorporated into instructional practices. Increased use of heterogeneous classes, collaborative learning strategies, peer-assisted learning, continuous progress mastery learning, and other adaptive strategies that meet individual learning needs in diverse group settings will be evident.

3. Outcome-Based Focus

Schools increasingly are being held accountable for what students learn. This emphasis requires that outcomes for students be specified, that the curriculum clearly address these outcomes, that assessment measures be developed to accurately determine whether they are obtained, and that assessment be a frequent, regular component of the instructional process. The skills students should leave school with will be specified and understood by the staff, students, and community.

There will need to be a major change in the measures of school effectiveness, focusing on the acquisition of curriculum outcomes and performance-based assessment. Assessment will focus increasingly on the functional instructional needs of students, especially progress in the curriculum, rather than comparative rankings or assignment to categories or groups. Outcome measures should reflect success of specific school and student efforts and student progress. Restructured schools place less emphasis on standardized, norm-referenced achievement tests and more on increased use of curriculum-based and criterion-referenced measures.

4. Prevention and Early Intervention

Effective schools recognize that the best prevention is excellent instruction. Systems for identifying students early who are having difficulty will be in place. These systems typically will work with students in the regular instructional program.

Students who come to school healthy and exposed to rich environments are more likely to do well in school. An increasing percentage of children are living in poverty and arrive at school without the range of experiences that provide a good educational beginning. Preschool education of at-risk children is essential. Such programs will be appropriate for the children's age and reflect high standards. These programs may be found in public schools, Headstart, or private preschool centers. The long-term educational and economic benefits of such early education outweigh the costs of these programs.

5. Decentralized Decision Making and Empowerment

Decision-making and authority systems will change in restructured schools. Decentralized decision-making, local flexibility, and site-based management are hallmarks of the restructuring process. The state and/or school district may set standards and measure progress toward those standards; but districts, schools, and/or teachers will decide how to reach them. Like businesses, schools are increasingly empowering staff to make decisions about issues directly related to their work. School systems will define appropriate levels of decision-making for various aspects of schools and instruction. Decision systems will be changed thoughtfully and staff will be prepared for the new roles they will perform.

6. Empirical Basis for Change

Research has resulted in a strong knowledge base for the improvement of schooling and the practice of teaching. Effective teaching principles and instructional strategies that result in higher student performance are documented. Case descriptions of practices proven effective elsewhere are also available. While research and known best practices will not provide all the necessary answers, they do provide much of the information needed and reveal that some things work much better than others. Effective schools will ensure that staff understand, acquire skills in, and utilize known effective practices.

7. Caring Environment/Student Responsibility

Schools must ensure a caring, personalized school environment that supports the social/emotional needs, as well as the academic needs, of students. Studies show that at-risk students, including dropouts, often feel alienated and unconnected to their schools. This concern should be reflected in design of programs, curriculum, and attitudes of all staff. High quality youth-adult relationships should be evident. Use of adult mentors, case managers, and other support strategies will be routine.

Schools must facilitate a sense of responsibility toward others among students. Effective schools will offer activities and strategies that promote mutual respect and a sense of community.

8. Collaboration: Families, Communities, Businesses

Schools cannot accomplish their goals alone, and students bring complex needs with them to school. Restructured schools must help to create supportive environments for students and families through collaborative efforts with community agencies and businesses. These linkages should provide for the health, welfare, and social needs of students, meaningful experiences outside of school, more adult guidance in students' lives, and a community commitment to education. Attention to school-work transitions will be enhanced.

Schools will seek better linkages between school and home, encourage parental monitoring of their children's school performance, and seek meaningful involvement of parents in the schools and with their child's education. Schools will be sensitive to the culture, aspirations and needs of parents, recognizing that family patterns and responsibilities have changed dramatically.

9. Comprehensive Commitment to Education

The commitment for all students to learn effectively must be reflected through the attitudes, policies, and structures in the school setting, as well as the community at large. Strategies for raising awareness and expectations of parents and citizens are needed. The amount of time devoted to learning will increase. The school day and year may be substantially altered. Maximizing instructional time during the day will be a priority evidenced by use of effective instructional and management practices. Policies and incentives to encourage students to attend and remain in school will be explored.

Support Structures for Restructuring Schools

To support the basic principles of restructuring the schooling process for all students, changes will be necessary in staff, organization of schools and curriculum, policies, and funding. Considerable technical assistance will be required from the local and state levels.

1. Investments in staff

Of the possible support mechanisms necessary to facilitate school improvement and restructuring, investments in school staff at all levels may be the most critical. Restructuring systems will require new roles and skills of administrators, teachers, support staff, and board members. The vast majority of existing staff in North Carolina schools will be here in the year 2000. Resources for staff development to address new skills for decision making, managing, and teaching are critical. Changes in preservice education also are necessary to provide new skills for entering school professionals. Mentoring is essential for growth and support of new educators.

Opportunities for collegial interaction and planning will be provided. Investments in preparing staff for these new roles and skills will be repaid with better outcomes for all students.

2. Curriculum/Organizational Changes

Total reorganization of the structure of the school may be necessary to implement the principles of restructuring. Proposals may be made for new grade structures or for nongraded levels of instruction, especially at the elementary level. Additional areas of study or new emphases may be suggested.

3. Policy Changes

Policies will need to be examined for the extent to which they enhance or limit the necessary school improvements. Policies may relate to the operation of schools, professional staff, and state-local relationships.

4. State-Level Support/Other Technical Assistance

Updated training for and technical assistance from state-level staff will be important in facilitating restructured schools and changes in education. State staff will also need to receive training to stay current with new research in teaching and schooling. Universities and professional associations will need to support local schools and personnel through training and technical assistance.

5. Funding Changes

New ways of schooling our children may require changes in educational funding. Continued commitment established through the Basic Education Program funding plans and flexibility in some funding streams will be important. New methods or areas of funding may be needed as restructuring efforts continue.

Summary

In summary, the mutual collaboration and support of the State Department of Public Instruction, local school systems and personnel, parents, communities, businesses, and policy makers will be required to bring about the dramatic vision for restructuring schools that is necessary to prepare our students to be productive twenty-first century citizens.

Matrices of Recommendations By Principles for Restructuring

Recommendations Listed by Principles for Restructuring

20-Point Plan	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity 2*	*Outcome Based Focus 3*	*Early Intervention Prevention 4*	*Decentralized Decision Making 5*	*Empirical Basis 6*	*Caring Environ. Responsib. 7*	*Collaboration 8*	*Commit-ment to Educ. 9*	*Invest-ment in Staff 10*	*Curric. Organiz. Changes 11*	*Policy 12*	*State Support/ TA 13*	*Funding Changes 14*	*Outside K-12 15*
1) 4-year olds		√		X											
2) Age 18 or graduate	√								X			√			
3) Attend for license	√								X						
4) Dropout Programs	√	X	√	√	√	√	√	√	√						
5) Release time for Parents								X	√						
6) ADM to ADA	√		X					X	√					√	
7) Limit work hours	√							√	X						
8) Driver's Ed. move	√								X			√			
9) 200-day year									X						
10) Critical Think/Align. Curric.	X		√												
11) Challenging H.S. curriculum	X		√												
12) Transcpt. skills			X					√							
13) Adv. Placement	X		√												
14) Mastery learning	X		√									√			
15) Prof. of teachers					√					X		√		√	
16) Elim. regul. req.			√		X							√			
17) Consortium								√					X		
18) DPI Report Card			X					√							
19) Restructure DPI													√		
20) Tech. Asst. Centers													√		

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Secondary Schools Task Force	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
1) Outcome Based Ed. (OBE)	√	√	X		√						√			√	
2) Staff Development										X				√	
3) OBE Additional Sites			X					√							
4) School-based Adult Advocate							X								
5) Student Employ. Guidelines	√		√					√	X						
6) Parent Release	√							X	√						
7) Review Fair Employ/Dis Act												X			
8) Personnel Evaluations										X					
9) Administrative Tenure												X			
10) Teacher Certification												X			
11) Administrator Preparation										X					
12) Low Performing LEAs	√		X									√	√		
13) Governance												X			

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Middle Grades Task Force	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commitment to Educ.* 9	*Investment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
School Organization:															
1) Recognize middle grades											X				
2) LEA middle level plan										√	X				
3) In-school teams							X								
4) Class size										√	X				
5) Increase BEP for small LEAs												√		X	
6) Interrelations, K-12											X				
Curriculum:															
1) BEP/Top Priority														X	
2) Revise SCS	√						√				X				
3) Multi-faced stu. assessment			X												
4) Balanced focus K-12, DPI										√			X		
5) SCS = state curriculum	X														
6) Community service							X								
Instruction:															
1) Develop self responsib.							X								
2) Active learning	X														
3) Higher order thinking	X														
4) Learning styles		X													
5) Interdisciplinary assign.	X														
6) Homework policy	X														
7) Multi-faceted eval.			X												
8) Flexible scheduling											X				
Student Success:															
1) "All can learn" philosophy	X	√													
2) High expectations	X														
3) Mastery Learning	√	√	X	√											
4) Freq. Asses/Cont. Learning		√	X												

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Middle Grades Task Force (Continued)	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
5) Activ. for special interests		X									√				
6) Recognition of students	X														
7) Staff development/teachers										X					
Health Concerns:															
1) Compre. sch. health program				√			√	√			X				
2) School nurses														X	
3) Importance of health curric.				√							X				
4) LEA/local health org. collab.				√				X							
Teacher Prep:															
1) Maintain 6-9 Certification										√		X			
2) Maintain Middle grade degree										X					
3) Concentration - 2 subjects												X			
4) Review certification required												X			
5) Collaborative activities						√		X		√					
6) Comp. study of IHE pract.										X					
7) IHE-emp. mid. gr. cert.										X					
8) IHE-spec. courses/seminars										X					
Technical Assistance:															
1) GA/SBE reg. need.													X		
2) DPI strenghen TA						√				√			X		
3) LEA cent. off exper.										X					
4) UNC system-info center													X		
5) League of mid. level schools													X		
6) Other org. support													X		
7) Ctr. for Early Adol.															
8) NCSBA-mid. level pres.													X		
Professional Staff:															
1) Revise E.T.T., etc.										√					
2) Inservice on middle gra.										√					

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Middle Grades Task Force (Continued)	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
3) Multi-faceted support										X					
4) School impr. council					X										
5) Compensation/team leader										X					
6) LEA acknow. staff										X					
7) Incentives/tenured staff-										X					
8) LEA eval. tenured staff										X					
9) middle gra. coord.											X				
10) Experienced mid. gra. staff										X					
Parents:															
1) Continue outreach								X							
2) Parent ed. programs								X							
3) Parents/governance								X							
4) Parent info.								X							
5) Parent volunteers								X							
Communities:															
1) Inter-agency youth council								X							
2) Services young adoles.								X							
3) School transp/commun serv.								X				√			
4) Student aware comm. needs							X	√							
5) Volunteers								X							
6) School/Bus. partnerships								X							

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Tar Heel Principal/ Asst. Principal	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
Governance-State:															
1) Public education priority									X						
2) Gov., Chief Pol. Advo, Ed.									X						
3) Parental Respons for educ.									√			X			
4) "Think Tank"								X							
5) 12 Month Employ-Teachers									√	X					
6) Teacher Pay Scale										X					
7) Mission Statement									√				X		
8) Educ. Funding mechanism														X	
9) 2 major missions										√				X	
10) Site-based management					X										
Governance-Local:															
1) Blue Ribbon Audit												X			
2) Training-local board members													X		
Teachers:															
1) Master's Degrees										X					
2) 15 hour increments										X					
3) "Master" Teachers										X					
4) Support Personnel										X					
Universities:															
1) Tea. Ed. Curriculum						√				X					
2) Ed. prof. teaching										X					
3) School based research						X				√					
Principal/Asst Principal:															
1) 6th year degree						√				X		√			
2) AP- 3 yrs. teaching exp.										X		√			
3) AP-3 yr. internship with mentor principal										X		√			

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Tar Heel Principal/ Asst. Principal (Continued)	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
4) Support Personnel										X					
5) Teaching every 5 years										X		√			
Superintendents:															
1) 5 yrs-prin./3 yrs. asst. supt.										X		√			
2) Supt. training program										√		X	√		
3) Stabilize superintendency												X			
4) Supt. review panel												X			
Curriculum:															
1) Core Curriculum															
a. Graduation Requirements	X	√	√												
b. Lifeskill Electives		X													
c. Class Size											X				
School Year:															
1) Teach 12 months/200 days per year									X	√					
2) 6 hour instructional day									X						
3) Workshops/non-instructional day									X						
Business Community:															
1) Collaboration job training								X							
2) Apprentice Programs								X							
3) Ethics/Emply. high school students								X	√						
4) Recruitment															X
5) Standard of living															X
6) Public School Transcript			X												
7) Dropout/No license									X						

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Governor's Workforce Commission	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
Improve Skills/Wkforce:															
1) Eliminate gen. ed. curriculum	X											√			
2) Upgade grad. requirements	X		√												
3) Mandatory school attendance to 18									X			√			
4) Career dev. & guidance prog. high school							X								
B/I Leadership in Educ.								X							X
Expand Eff. Post-Secondary Technical Training															X
Upgrade Adults' Basic Skills															X
Strategic Planning System															X

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

N. C. Citizens for Business & Industry	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
Governance												X			
Decentralization					X										
Roles/DPI/SBE					X							√			
Performance Goals	√		X												
Accountability/Tenure												X			
Certification												X			
Choice in Public Schools												X			
Competition	X														

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

Public School Forum of N.C.	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity 2*	*Outcome Based Focus 3*	*Early Intervention Prevention 4*	*Decentralized Decision Making 5*	*Empirical Basis 6*	*Caring Environ. Responsib. 7*	*Collaboration 8*	*Commit-ment to Educ. 9*	*Invest-ment in Staff 10*	*Curric. Organiz. Changes 11*	*Policy 12*	*State Support/ TA 13*	*Funding Changes 14*	*Outside K-12 15*
1) Not equalize at expense of high tax capacity counties												X			
2) Equalization fund for low-wealth counties												√		X	
3) State supplemental funding for small school units												√		X	
4) School construction bonds for low wealth and small school units														X	
5) Fiscal impact statements for proposed changes in state mandates												X			
6) GA recommed potential new source of co. revenue														X	
7) Expand existing AFDC equalization fund												√		X	
8) Consider mandated welfare payments in determining local tax capacity												X			
9) Study trend in jail pop/impact on local government															X

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Recommendations Listed by Principles for Restructuring

NCASA/Division of Superintendents	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric.	*Accept Diversity*	*Outcome Based Focus*	*Early Intervention Prevention*	*Decentralized Decision Making*	*Empirical Basis*	*Caring Environ. Responsib.*	*Collaboration*	*Commit-ment to Educ.*	*Invest-ment in Staff*	*Curric. Organiz. Changes*	*Policy*	*State Support/ TA*	*Funding Changes*	*Outside K-12*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
State-Level Goverance															
1) Appointment of St. Supt.												X			
2) Appointment SBE-shared												X			
3) Limited SBE terms												X			
4) St. Supt. Appro Supp Staff												X	√		
5) 8 REC's retained												X	√		
District-Level Governance															
School District Structure															
1) Repeal state statutes/local Decision making					X							√			
2) Moratorium new state laws					X							√			
3) GA commitment re. laws					X							√			
4) Fund legislative initatives												X		√	
5) Modify base allotment formula												√		X	
Board of Education															
1) Leg. for board structure/term												X			
2) Examine local board's role												X			
3) Accountabiliy/autonomy					√							X		√	
Superintendent															
1) Change selection process												X			
2) Examine board/supt. relations											X	√			
3) Rolling 5-year contracts												X			
Accountability															
1) Account.unit-LEA/schools			√		X							√			
2) "Core program of literacy"	X		√								√				
3) Assess. core principles			X												
4) Reward system										X					
5) Ed. Enrich/disadv. stu.	√	√		X			√								
6) Adv. Council/Ed. Tech.													X		
7) In-service Ed/teachers										X			√		
8) "School in crisis"			X									√			
9) "Crisis" staff/probation			X									√			
10) "School system in crisis"			X									√			
11) "Crisis" Supt./Asst. Probation			X									√			
12) "Crisis team"			X									√	√		
13) Local "crisis"/board resign			X									√			

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Recommendations Listed by Principles for Restructuring

NCASA/Division of Superintendents (continued)	A. Principles for Restructuring									B. Support Structures					C. Outside
	High expect/ Strengthened Curric. 1	*Accept Diversity* 2	*Outcome Based Focus* 3	*Early Intervention Prevention* 4	*Decentralized Decision Making* 5	*Empirical Basis* 6	*Caring Environ. Responsib.* 7	*Collaboration* 8	*Commit-ment to Educ.* 9	*Invest-ment in Staff* 10	*Curric. Organiz. Changes* 11	*Policy* 12	*State Support/ TA* 13	*Funding Changes* 14	*Outside K-12* 15
Org./Gov. within Schools															
1) Dec. made locally					X										
2) Time for mastery varies		√	X												
3) Lengthen school day/year									X						
4) Abandon Carnegie unit			X									√			
5) Qual./Quan. assess stu. grow.			X												
6) Hi-tech equipment	X								√						
7) Pilot programs					X	√						√			
Instruc. Prog.															
1) Implement "core prog. literacy"	X		√								√				
2) Dev. "core" subject standards	X										√				
3) Dev. non "core" subj. stand.	X										√				
4) Teaching mat. reflect "core"	X										√				
Technology/Classroom															
1) Est. Tech. Advisory Councils	X							√			√		√		
2) Provide hard/software/training	X									√					
3) Create funding partnerships								X						√	
Prof. Prep./Job Security															
1) Tea. prep.=MA/intern/exam										X		√			
2) Increase academic focus/teacher education										X		√			
3) Prof. practices board												X			
4) Competitive salary										X					
5) Admin. tenure eliminated												X			
Parent/Community Role															
1) Intervene from birth				X											
2) Necessary services provided				X				√							
3) Daycare near high school				X			√								
4) Ed. enrich/disadvant. stu.	√	√		X											
Funding/Public School															
1) Pub. sch.-1st funding priority												X		√	
2) Ed. Equity Comm.												X		√	
3) Fully fund education legislation												X		√	
4) Public School fund=8 items					X							√		√	
5) Realistic budget cycle												X			
6) State fund facilities												√		X	
7) Locals maintain funds												√		X	
8) Full Funding/Fed. requirements												X		√	
9) Forum report/funding model												√		X	

NOTE: An "X" is placed in the column considered to be the primary principle addressed by the recommendations. Checks (√) are made under additional principles addressed.

Sorting of Recommendations By Principles for A Strategic Vision for Restructuring Schools in North Carolina

SORTING OF RECOMMENDATIONS BY PRINCIPLES FOR A STRATEGIC VISION FOR RESTRUCTURING SCHOOLS IN NORTH CAROLINA

Principles for Restructuring

1. High Expectations/Strengthened Curriculum for all Students

20-Point Plan

10. Strengthen the entire curriculum to reflect emphasis on critical thinking and problem solving at every grade level; align the state assessment program with the standard course of study.

11. Require a challenging high school curriculum for all students (increase standards).

13. Assure advanced placement courses are available to all students.

14. Identify essential competencies for selected high school courses, allowing student mastery rather than "seat time" or the 150 clock hour requirement to determine course credit.

Secondary Task Force

1. The General Assembly should provide funds for planning and implementing innovative, outcome-based pilot programs.

3. The State Board of Education shall design and implement a program for soliciting private funds to support additional outcome-based education demonstration sites.

12a. The State Board of Education shall annually identify school districts that have the following characteristics:

1)Student performance measures are substantially below those reported by districts with similar demographics;
2) Student dropout rates that are substantially higher than the average state-wide rate. (Note: *Substantial* shall be defined by the State Board of Education.)

Middle Grades Task Force

Curriculum:

5. Local education agencies must re-emphasize that the Standard Course of Study is the state curriculum.

6. Schools should require every middle level student to participate in a school and/or community service program each year.

Instruction:

2. Relate school learning to "real life"; active involvement for students in their own learning.

5. Apply basic skills in all content areas consistently providing interdisciplinary connections

6. Develop a homework policy that is developmentally appropriate and consistently enforced by all members of an instructional team.

Student Services:

1. Educators should endorse and act on the philosophy that every student can learn.

2. Teachers should maintain high expectations for students at all levels while facilitating successful experiences.

6. Schools should build a comprehensive recognition system that reaffirms the successful performance of students.

Tar Heel Principals/Assistant Principals

Curriculum:

1. Increase graduation requirements to twenty-two units. Increase required units to graduate to fifteen (core curriculum).

Governor's Workforce Commission

Goal 1: Improve the academic, thinking and employability skills of the future workforce.

Strategy 1: Eliminate the high school general education curriculum and offer College Preparatory and Technical Preparatory.

Strategy 2: Support the State Board of Education's objective to upgrade high school graduation requirements.

NC Citizens for Business/Industry

Competition: The Education Committee recommends that competition in the public schools is a value that should be increasingly stressed where appropriate.

Forum

NCASA/Superintendents

Accountability

2. A "core program of literacy" should be established for academic subjects (the "core" represents what every literate North Carolinian should know) and should be sequenced to school organization, grade, and course level.

Organization and Governance within Schools

6. Computers and other appropriate high-tech equipment should be provided and used in the classroom.

The Instructional Program

1. Develop and implement a statewide "core program of literacy" sequenced to school organization and course level.

2. Develop standards for each subject within the "core."

3. Develop standards for all subjects not included in the "core program of literacy."

4. Prepare textbooks and teaching materials reflecting the standards.

Technology in the Classroom

1. Establishment of advisory councils for educational technology at the state, district, and school levels to develop instructional technology plans for the twenty-first century and to advise state, district, and school officials.

2. Procurement of appropriate technology, hardware, software, and training to include interactive technology workstations and laboratories, instructional management systems, and extensive training of teachers and school administrators.

2. Acceptance of Diversity in a Single System

20-Point Plan

4. Dropout prevention/intervention programs in middle/high schools with high dropout rates.

Secondary Task Force

Middle Grades Task Force

Instruction:

4. Match instruction to the unique learning style of each student.

Student Success:

5. Schools should provide challenging and enriching activities for students with special interests and/or abilities.

Tar Heel Principals/Assistant Principals

Curriculum:

1b. Fund life-skill elective instruction, including the arts, individual athletic skills, and vocational programs (core curriculum).

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

3. Outcome-Based Focus

20-Point Plan

6. Modify the Average Daily Membership (ADM) funding basis to provide incentives to local school districts to improve attendance rates.

12. Provide students going directly to the work force with a transcript of specific skills and competencies mastered.

18. Develop and administer an annual "report card" on DPI service to local school systems.

Secondary Task Force

Middle Grades Task Force

Curriculum:

3. DPI should develop multi-faceted ways to evaluate students.

Instruction:

3. Emphasize higher order thinking skills.

7. Design multi-faceted evaluation system to judge the overall effectiveness of the instructional program as well as the achievement level of each student.

Student Success:

3. Educators should regard academic failure as an unacceptable outcome with the focus on mastery learning and student success.

4. Local school districts should assess individual student progress at frequent intervals and provide reteaching for those who have not mastered the curriculum.

Tar Heel Principals/Assistant Principals

Business Community:

6. Employers should be required to request that all potential employees under age twenty present a public school transcript.

Governor's Workforce Commission

NC Citizens for Business/Industry

Performance Goals: The Education Committee recommends that standards should be set high for academic and other appropriate areas of student performance; that results be objectively monitored and regularly reported; and that there be clear incentives for schools that improve and sanctions for those that do not.

Forum

NCASA/Superintendents

Accountability

3. Assessment principles applicable to the "core program of literacy" should be drawn up and threshold marks should be assigned for individual schools and students.

8. A school that is identified as having a decline of 5 percent or more in success of students in any single two-year period should be declared a "school in crisis."

9. Principals and teachers of a "school in crisis" should be placed on probation.

10. A school system that experiences a decline of 5 percent or more in the success rate of students in half of its schools in a single two-year period should be declared a "school system in crisis."

11. The superintendent, associate superintendents, assistant superintendents, and all central office staff of a "school system in crisis" should be placed on probation.

12. An appropriate "crisis team" should be commissioned to help those schools and school systems declared "in crisis" in regaining successful status.

13. A local school board unable to bring a "school system in crisis" back to a successful status within two years be required to resign en bloc to the State Board of Education.

Organization and Governance within Schools

2. The amount of time each child devotes to a task should vary with the task and the speed with which that child can master the skills necessary to complete the task.

4. The Carnegie Unit (150 hours for credit) should be abandoned in favor of mastery learning.

5. Student progress should be monitored in ways that accurately assess growth qualitatively as well as quantitatively.

4. Prevention and Early Intervention

20-Point Plan

1. Pre-kindergarten programs for all economically disadvantaged four-year olds.

Secondary Task Force

Middle Grades Task Force

Tar Heel Principals/Assistant Principals

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

Accountability

5. An educational enrichment program for disadvantaged students that will equalize learning opportunities should be developed.

Preparing the Child for Schooling

1. Whenever necessary, intervention begin at birth so that a child's health, emotional and social development are attended to.

2. Services be provided by day-care centers, community family centers, or any other organizational structure that can deliver the necessary services and education.

3. Day-care centers be provided adjacent to or within secondary schools.

4. An educational enrichment program be provided for disadvantaged students.

5. Decentralized Decision-Making and Empowerment

20-Point Plan

16. Eliminate all current regulatory requirements that inhibit efforts to raise student achievement.

Secondary Task Force

Middle Grades Task Force

Professional Staff:

4. Every school should establish a school improvement council which engages in decision-making on school governance, hiring of faculty, budget, staff development, etc.

Tar Heel Principals/Assistant Principals

Governance - State:

10. Decisions regarding students should be made by the local school.

Governor's Workforce Commission

NC Citizens for Business/Industry

Decentralization: The Education Committee supports the decentralization or powering down of authority and accountability so that decisions can be made at the local level and better address the needs of students, parents, and teachers.

Roles of the State Board of Education and the Department of Public Instruction: The Education Committee recommends that the State Board of Education's and the Department of Public Instructions' roles in the education process should be limited to prevent top-heavy bureaucracy and over-regulation.

Forum

NCASA/Superintendents

School District Structure

1. A serious re-examination of all state statutes related to public school governance and the repeal of all that inhibit enhanced local decision-making.

2. A moratorium on new state laws related to the organization and governance of local school systems until the review is completed.

3. A commitment from the General Assembly to refrain from adopting statutes counterproductive to the goal of enhanced local autonomy.

Accountability

1. The local school district and its schools should be the accountability unit.

Organization and Governance within Schools

1. Many decisions formerly made at the state level should be made locally.

7. North Carolina should move away from state-mandated programs that require innovations in all schools and school systems. Instead, schools should be allowed to undertake pilot programs as they are able and willing to be pioneers.

Funding Public Schools in North Carolina

4. Maximum local autonomy should be allowed in all areas of public school operations. The State Public School Fund should be consolidated to a maximum of eight line items.

6. Empirical Basis for Change

20-Point Plan

Secondary Task Force

Middle Grades Task Force

Tar Heel Principals/Assistant Principals

Universities:

3. Research in methodology and subject matter should be part of each professor's duty, and must be school-based.

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

7. Caring Environment/Student Responsibility

20-Point Plan

Secondary Task Force

4. Local districts shall provide each student a school based adult advocate to foster self-esteem, protect learning options and ensure that student needs are being met.

Middle Grades Task Force

School Organization:

3. Create small or more personal communities of learning; schools should be organized to support houses, interdisciplinary teams, and advisory programs.

Instruction:

1. Work toward developing in students a feeling of personal efficacy and a sense of responsibility for themselves and others.

Communities:

4. Schools and community organizations should work together to assist students in becoming more aware of community needs and participating in area service projects.

Tar Heel Principals/Assistant Principals

Governor's Workforce Commission

Goal 1:

Strategy 4: Require every high school to develop a comprehensive career development and guidance program by 1994-95, to ensure that all high school students can make informed curriculum and career decisions.

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

8. Collaboration: Families, Communities, Businesses

20-Point Plan

5. Employers permit parents up to eight hours of school involvement leave per year.

Secondary Task Force

6. Employers should be encouraged to provide parents with released time to attend parent/teacher conferences.

Middle Grades Task Force

Health Concerns:

4. Local education agencies and area health organizations should work together to provide middle level students health information and access to comprehensive health service agencies.

Teacher Preparation:

5. Collaborative activities (research, higher education, recruitment) among educational groups and organizations should be strengthened and expanded (IHEs, DPI, etc.).

Parents:

1. Schools should continue outreach efforts to meet with parents and assist them in helping their child learn at home.

2. Schools, should initiate parent education programs that address the characteristics of this age group, positive parenting techniques, and positive home-school relations.

3. Parents should be included in school governance committees and participate in decisions related to school goals.

4. Teams should utilize a variety of methods to keep parents informed and connected to the school.

5. Schools should consider assistance from parent volunteers in initiating school and/or community service projects.

Communities:

1. Communities should form an Inter-Agency Youth Council.

2. School districts should request increased services for young adolescents by other community service agencies.

3. The SBE and DPI should support school transportation plans that include use of state buses for increased community services for young adolescents.

5. Schools should continue to seek individual volunteers who provide secretarial, media, and tutorial assistance and serve as classroom speakers, etc.

6. Schools and businesses should initiate and expand partnerships that bring business people and their resources into the school.

Tar Heel Principals/Assistant Principals

Governance - State:

4. A "Think Tank" Council of Practitioners should be established.

Business Community:

1. Business should work jointly with the State Board of Education, Community Colleges, and local Board of Education, to train students to meet the technological and educational needs of the future.

2. Businesses should set priorities for job training and work with schools to create apprentice programs for students.

3. The Commerce Department of North Carolina, businesses and industry, and the Department of Public Instruction should work together to establish a code of ethics for the employment of high school students.

Governor's Workforce Commission

Goal 2: Enhance the leadership role of business and industry in public education reform.

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

Technology in the Classroom

3. Creation of innovative funding partnerships with business and industry at the state, district, and school levels to include legislation that provides tax incentives for business and industry and flexibility in the use of state funds.

9. Comprehensive Commitment to Education

20-Point Plan

2. School attendance from age 5 to age 18 or high school graduation.

3. School attendance or graduation as condition for holding a drivers license in North Carolina.

7. Limit the work hours of students during the school week.

8. Confine the teaching of drivers education to before school, after school, or summer.

9. Provide more instructional time by extending the school year from 180 days to 200 days and by exploring alternative school calendars.

Secondary Task Force

5. Employers should be encouraged to adopt after school student employment procedures designed to facilitate and support student learning.

5a. Local districts, in consultation with local business leaders, shall develop guidelines relating to after-school student employment.

5b. Local districts shall design and implement local accountability procedures that will provide an analysis of student performance data in relationship to after school employment.

5c. Employers should be encouraged to recognize and commend student workers for academic improvement.

Middle Grades Task Force

Tar Heel Principals/Assistant Principals

Governance - State:

1. The Governor, Lt. Governor, Legislature, and the State Superintendent of Public Instruction must make public education the number one priority in North Carolina.

2. The Governor should be the chief political advocate for public education.

School Year:

1. Employ teachers for twelve months and lengthen the school year to 200 days.

2. Implement a six hour instructional day.

3. Do not hold workshops for instructional personnel on an instructional day.

Business Community:

7. Students who drop out of school should either lose their privilege to drive, or not be granted a license until they reach the age of eighteen.

Governor's Workforce Commission

Goal 1:

Strategy 3: Require mandatory school attendance to age 18 or until graduation beginning in 1993-94 and require satisfactory progress toward graduation (a) of all 16-18 year olds to obtain a driver license, and (b) of all 12-18 year olds to obtain a work permit.

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

Organization and Governance within Schools

3. The school day and the school year should be lengthened as schools and school systems are ready to make this change.

Support Structures

10. Investment in Staff

20-Point Plan

15. Promote the professionalism of teachers (review annual leave policies, salaries at the national average, and improved working conditions).

Secondary Task Force

2a. The General Assembly should appropriate funds for professional development activities of teachers, administrators, and local board members.

2b. The State Department of Public Instruction shall develop a strategic plan for providing staff development activities.

2c. Local districts should be given flexibility in the use of funds for staff development activities.

8a. Local districts should be encouraged to develop dual personnel evaluation processes to be used in evaluating career status teachers and administrators.

11a. The General Assembly should address issues relating to administrator certification.

11b. The General Assembly should direct the University of North Carolina to strengthen administrator training programs.

11c. The General Assembly should direct the State Board of Education to strengthen certification standards for administrators.

Middle Grades Task Force

Student Success:

7. DPI and local districts should continue to provide staff development for teachers to differentiate instruction and involve students in the learning process.

Teacher Preparation:

2. The UNC should keep its current, exemplary middle grades degree program which requires graduates to be prepared in two subject areas.

6. The SBE should initiate a comprehensive study of current practices of middle grades programs in all institutions of higher education.

7. Institutions of higher education should strengthen their emphasis on middle grades understandings and competencies in areas of K-12 certification.

8. Institutions of higher education should be encouraged to offer courses or special seminars that prepare middle level principals.

Technical Assistance:

3. Local school districts should provide opportunities for central office leaders to gain expertise in middle level education.

Professional Staff:

1. DPI should appoint a committee of middle level experts to revise Effective Teacher Training Program, the Teacher Performance Appraisal Instrument, Initially Certified Program, and the Mentor Training Program, to include a middle school learner and teacher perspective.

2. DPI, the UNC system, private schools and colleges and LEAs should provide middle grades staff development programs as part of the continuing education process.

3. School districts should initiate a multi-faceted support structure for middle level education.

5. LEAs should provide compensation to team leaders for additional duties commensurate with coaches, band directors, and department chairs.

6. LEAs should consider supporting professional personnel through tangible acknowledgements: for length of service, special projects, achievement, innovative strategies, after school activities, etc.

7. Based on teacher suggestions, all LEAs should develop a variety of incentives for tenured personnel.

8. LEAs should have differentiated evaluation procedures for tenured personnel.

9. LEAs should designate a coordinator at the central office level specifically for middle grades.

10. LEAs should hire individuals as middle level principals who have successful teaching experience or competence relative to the middle school learner.

Tar Heel Principals/Assistant Principals

Governance - State:

5. Employ all teachers twelve months per year. Non-instructional activities could include graduate level work on methodology, subject area specialties, or work toward an advance degree.

6. Create a pay scale that makes teaching a profession with prestige - two months additional salary and substantial across the board increase.

Teachers:

1. All teachers should have a Master's Degree related to the teacher's subject area.

2. Any educator who completes an additional fifteen hours of graduate level college credit should receive a pay increment.

3. New teachers must work under the direct supervision of a "Master" teacher for a period of two years.

4. Support personnel should be added to schools so certified staff can attend to academic needs.

Universities:

1. Revamp the teacher education curriculum to emphasize the latest research, methodology, and subject matter and focus on school-based experiences.

2. All education professors should teach at least one semester every four years in a public school.

Principals and Assistant Principals:

1. All principals should have a sixth year degree focusing on learning theory and leadership training.

2. All assistant principals should have three years teaching experience.

3. All principals should have worked a minimum of three years as an assistant principal to a certified mentor principal and attended a special training program.

4. Adequate support personnel should be employed to allow the principal to be a more effective instructional leader.

5. Principals and assistant principals should be required to teach in a classroom at least one semester every five years.

Superintendents:

1. Superintendents should have served five years as a principal and three years as an associate or assistant superintendent.

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

Accountability

4. A reward system commensurate with school success should be developed for principals and teachers.

7. In-service education should be provided for teachers needing assistance/academic preparation.

Professional Preparation and Job Security

1. A bachelor's degree should no longer be considered adequate preparation for teaching in North Carolina public schools. Requirements will include a Bachelor's Degree and a Master's Degree which includes an internship and a licensing examination.

2. The present system of teacher education should be replaced by one that focuses on high academic achievement.

4. Salary plans for public education be revised to make them more competitive with other professions.

11. Curriculum/Organizational Changes

20-Point Plan

Secondary Task Force

Middle Grades Task Force

Curriculum:

2. The Department of Public Instruction in conjunction with educators across the state should revise the Standard Course of Study to include:

- K-5, 6-8, 9-12 grade clusters
- introductory section that addresses the needs and characteristics of young adolescents
- greater emphasis on critical and creative thinking, etc.
- integration of one subject area to another, grade by grade subject by subject
- a more central role in the total school curriculum for effective education

Instruction:

8. Use the flexibility inherent in the blocks of time available to the instructional teams.

Health Concerns:

1. Local school districts and individual schools should adopt and implement the eight-component comprehensive school health-programs model of the American School Health Association. (Eight components are spelled out.)

3. Local districts and individual schools should advocate the importance of the health education curriculum and work to make it a more vital part of the total school program.

School Organization:

1. The General Assembly, State Board of Education, local boards, and DPI should formally recognize the middle grades as a separate and distinct level of schooling.

2. Local districts should develop a middle level plan specifying expectations for organization, administration, staffing, curriculum, instruction, special programs, student activities, assessment/evaluation, and parental involvement.

4. The General Assembly should lower the teacher/student allotment formula for middle grades (1 to 20 for K-8) to increase the number of staff in the arts, health, p.e., second languages, and vocational education.

6. Local school districts should formally address the connections and interrelations among elementary, middle, and high school programs.

Professional Staff

9. All LEAs should designate a coordinator at the central office level specifically for middle grades.

Tar Heel Principals/Assistant Principals

Curriculum:

11c. Reduce class size.

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

The Superintendent

2. The basic nature of board-superintendent relationships be examined, with a focus on the need for greater understanding of roles and expectations by superintendents.

12. Policy Changes

20-Point Plan

Secondary Task Force

7. The Fair Employment and Dismissal Act should be reviewed by the General Assembly in the 1991 Session to determine if the act should be modified. The purposes of the review would be to determine if the reasons for dismissal should be refined and if the due process procedures could be streamlined.

9. Principals, directors, and supervisors appointed after a date to be determined by the General Assembly should no longer be covered by the Fair Employment and Dismissal Act.

10. State-level certification programs for teachers should be modified. They should allow non-certified personnel to teach in public schools without involvement in programs that lead toward certification as long as their principals to whom the individual report submit annual evaluations certifying that students are being well served as evidence by progress in individual achievement. Non-certified teachers should be under the direct supervision and guidance of mentor teachers for a two year period.

13. The Task Force recommends a change in the governance structure of the Department of Public Instruction to make the Superintendent of Public Instruction an appointee of the State Board of Education, to make the Governor the Chairman of the State Board of Education, and to change the composition of the State Board of Education by making the Governor a member of the Board.

Middle Grades Task Force

Teacher Preparation

1. The State Board of Education should maintain its current 6-9 middle grades certification plan.

3. The State Board of Education should require concentration in two subject areas for all middle grade undergraduate programs in the state.

4. The Department of Public Instruction should initiate a review of the certification guidelines and competencies for middle grades teachers. Particular attention should be given to the advisory role of teachers.

Tar Heel Principals/Assistant Principals

Governance - State:

3. Legal penalties should be created and enforced for parents who do not assume responsibility for their children's education. The compulsory attendance law should require students to begin school at six years of age.

Governance - Local:

1. A Blue Ribbon Panel should be appointed by the Governor, Legislature, and the State School Board to monitor and audit local school boards for undue political influence on decisions.

Superintendents:

2. Only graduates of a special training program should be eligible for superintendency.

3. Superintendents should be offered either four or six year contracts with a roll-over extension option.

4. A superintendents' review panel should review the non-renewal of a superintendent's contract, and make recommendation if necessary.

Governor's Workforce Commission

NC Citizens for Business/Industry

Governance: The Education Committee supports the establishment of clear lines of authority and accountability from top leadership on down in the public school system. There should be one appointed chief executive, accountable to a board.

Accountability: The Education Committee recommends that, for public schools to be accountable, tenure as currently practiced should be abolished for teachers and principals in favor of regular, performance based appraisals as a condition of continued employment.

Certification: The education Committee recommends that qualified teachers and administrators be recruited, and afforded opportunities for employment under a broadened certification process.

Choice in Public Schools: The Education Committee recommends parental choice of public schools, with proper safeguards.

Forum

Recommendation 1:

Any steps to equalize the educational opportunities for all children should not be taken at the expense of high tax capacity counties; further, the goal of equalization steps should be to raise the overall level of education, not to level high spending or high performing schools down to a statewide average. Finally, equalization steps should not limit the effort that can be made by high tax capacity counties to support schools, or by counties that place a high priority on educational excellence.

Recommendation 5:

The state should require fiscal impact statements for proposed changes in state mandates that have the potential to impose a financial burden on county governments. Such statements should pay special attention to the effects of new or expanded mandates on low-wealth counties.

Recommendation 8:

Mandated welfare payments should be considered in determining local tax capacity for the purposes of the Study Group's proposed equalization fund.

NCASA/Superintendents

Governance

1. The State Superintendent of Public Instruction be appointed by the State Board of Education.

2. Appointment of the members of the State Board of Education be a responsibility shared by the Governor, Senate, and House of Representatives.

3. Members of the State Board be limited to two six-year terms of service.

4. The appointed State Superintendent have an appropriate support staff.

5. The eight regional centers be retained as service and research centers.

School District Structure

4. A statutory requirement that the State of North Carolina fully fund all legislative initiatives affecting public schools.

The Board of Education

1. Legislation be enacted to cause the creation of seven member boards, four members of which are elected on a non-partisan basis to staggered four-year terms and three members of which are appointed on a non-partisan basis to staggered four-year terms.

2. The purpose of local boards be re-examined and their policy-making role clearly defined. This will entail:
- Careful examination of statutes;
- Training for board membership required;
- Board meetings limited in frequency to once each quarter, except for emergencies.

3. Greater accountability be assured through provision of a measure of fiscal autonomy, to include:
- Authority to impose a supplemental school tax of $.15 per $100 valuation, the percentage to be discretionary with the school board;
- Authority to conduct a referendum on a higher supplemental tax rate.

The Superintendent

1. The basic selection process be changed to enhance the likelihood of high-quality applicants.

3. Contracting provisions for superintendents be changed by allowing rolling five-year contracts, renewable after three years.

Professional Preparation and Job Security

3. A licensure system for educators, administered by a professional practices board, replace the current certification system.

5. Tenure for principals and central office staff be eliminated and replaced with new reasonable and appropriate contract provisions.

Funding Public Schools in North Carolina

1. Public schools should be given first funding priority when new revenue initiatives are sought.

2. An Educational Equity Committee should be established to research, report on, and monitor annually the level of funding for all state public schools/school systems of varying size.

3. All education legislation enacted by the legislature should be fully funded.

5. Realistic budget cycles should be ensured.

8. The state should provide full funding to meet state and federally imposed requirements.

13. State-Level Support/Other Technical Assistance

20-Point Plan

17. Establish a "restructuring consortium."

19. Restructure DPI to provide integrated intensive technical assistance to local school districts.

20. Consolidate the current 8 DPI regional centers into 4 Technical Assistance Centers.

Secondary Task Force

8b. The State Department of Public Instruction should provide technical assistance to districts which undertake the development of dual personnel evaluation processes.

Middle Grades Task Force

Curriculum:

4. The Department of Public Instruction should work to provide a balanced focus on early childhood, middle and high school programs.

Technical Assistance:

1. The General Assembly and SBE must recognize the need for specific, technical assistance through the Department of Public Instruction.

2. The Department of Public Instruction should strengthen its efforts to assist middle level schools (e.g., hire staff with middle grades expertise, target research money, staff development).

4. The UNC System should establish three middle grade information/learning centers (east, piedmont, and west).

5. The NC League of Middle Level Schools should continue to expand its services to members.

6. Other educational organizations in the state (e.g., North Carolina Association for Supervision and Curriculum Development, North Carolina Math Association) should provide support for improvement in middle grade programs.

7. The Center for Early Adolescence is encouraged to maintain its involvement in the North Carolina League of Middle Level Schools Annual Conference and continue to seek local state sites and funds for research projects.

8. The North Carolina School Board Association should continue to provide yearly opportunities for local school board members to learn about middle level programs and goals.

Tar Heel Principals/Assistant Principals

Governance - State:

7. State leaders should set goals and priorities for the next twenty-five years.

Governance - Local:

2. Training in boardsmanship should be required for elected school board members.

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

NCASA/Superintendents

Accountability

6. An Advisory Council for Educational Technology should be developed to consult on technology and schooling.

14. Funding Changes

20-Point Plan

Secondary Task Force

Middle Grades Task Force

School Organization:

5. Increase base allotment for BEP positions in small school districts in order to initiate middle level teams and provide more elective programs.

Curriculum:

1. The General Assembly should make the BEP a top priority and recommit itself to funding it fully.

Health Concerns:

2. The General Assembly should provide funds to employ school nurses at a ratio of one to 750 students or one per building.

Tar Heel Principals/Assistant Principals

Governance - State:

8. Devise a funding mechanism so that funding for education is not a yearly political battle.

9. Funding, time, and personnel must be allocated to enable schools to accomplish both academic and social missions.

Governor's Workforce Commission

NC Citizens for Business/Industry

Forum

Recommendation 2:

The General Assembly should establish an equalization fund for low-wealth counties. As envisioned by the Study Group, an equalization fund would contain these elements:

- A "guaranteed tax base" for county current expense appropriations to schools equal to the state average adjusted tax base per student. In 1988-89, this would have "guaranteed" local current expense appropriations of $632 per student for all counties.

- A requirement that to receive equalization funding the effective property tax rates of low wealth counties must be at or above the state average effective tax rate.

- A condition that low wealth counties receiving equalization funds must also maintain a level of school funding effort equal to the equivalent amount of their countywide effective tax rate currently going to schools. For example, if local current expense appropriations were equal to the amount raised by $0.30 of a county's effective tax rate, it would be required to maintain that level of support.

Recommendation 3:

The State should provide supplemental funding for small school units sufficient to offer an educational program roughly equivalent to the state-supported program offered in the majority of schools and school units. Funding should be provided on the following basis:

- Option A: County school units with 3,000 or fewer students in final average daily membership for the prior school year would receive supplemental funding for district level staffing. These units would also receive supplemental funding for school level staffing and instructional materials and equipment. Only county -- not city -- units would receive funding.

- Option B: All school units -- county and city -- with 3,000 or fewer students in final average daily membership would receive funding comparable to that recommended in Option A.

Note: The Board of Directors for the Public School Forum has not taken a position on local merger of city and county school units. The choice between Options A and B is properly left to the General Assembly. The Study Group recognizes the implications of its recommendation for school merger. None of the 15 counties in which the city school units are located would be eligible to receive funding under this proposal if they were merged. None of the 21 county units contains a city unit. Thus, the Study Group is proposing two funding options. One would limit funding to 21 county school units; the other would include 15 city school units.

- Local funds currently spent on schools for either construction or operating expenses could not be supplanted, although they could be shifted from one spending category to another. Assurances similar to those proposed for the equalization fund would be required.

Recommendation 4:

The State should issue up to $133 million in bonds for school construction in low wealth and small county school units (those with 3,000 or fewer students) that have an adjusted per student tax base that is below the state average.

No Less than 30% of the funds would be reserved for small county school units. Eligible units would be required to match state dollars on a 1:3 basis. The revenue stream to support the bond issue would consist of the $10 million annually appropriated to the state Critical Needs Fund and county funds designated for school construction from the 1986 local option sales tax.

Small county school units which have already received grants from the Critical Needs Fund would not be eligible to receive additional funding until all other eligible counties with unmet needs had received consideration. As with any funds received through the equalization fund or the small school supplements, capital funds could not be supplanted.

Recommendation 6:

When an impact statement indicates there will be an increase in the fiscal burden on counties, the General Assembly should recommend potential new sources of county revenue, or provide additional assistance to low-wealth counties unable to raise

sufficient additional revenue but whose effective property tax rates are above the state average, using equalization formulas.

Recommendation 7:

The State should consider expanding the existing AFDC equalization fund to include Medicaid and Special Assistance for Adults. The expended equalization fund should assure that no county would be required to match state and federal welfare expenditures at a rate above the state average per resident.

NCASA/Superintendents

School District Structure

5. Modification of all funding formulae to assure a base allotment to every district, regardless of size, sufficient to assure both a basic education for every child and the administrative services necessary to assure quality programs.

Funding Public Schools in North Carolina

6. The state should assume full funding responsibilities for K-12 facilities.

7. Local funding authorities should be required to maintain or expand the percentage of available revenues appropriated to public schools within their jurisdiction.

9. The Public School Forum publication titled *All That's Within Them* should serve as a funding model for the state.

Outside Schools

15. Outside K-12

20-Point Plan

Secondary Task Force

Middle Grades Task Force

Tar Heel Principals/Assistant Principals

Business Community:

4. The North Carolina Department of Commerce should recruit businesses that will pay competitive wages.

5. Business and industry and government leaders should move to raise the standard of living for the citizens of North Carolina.

Governor's Workforce Commission

Goal 3: Expand the effectiveness of the State's post-secondary technical training systems.

Goal 4: Upgrade the foundation of basic skills (broadly defined) of the adult population and the existing workforce.

Goal 5: Establish a comprehensive and strategic planning system for responding to the impending workforce preparedness crisis.

NC Citizens for Business/Industry

Forum

Recommendation 9:

The State should conduct a study of trends in the jail population in North Carolina and their potential impact on local governments. They study should assess alternatives to incarceration, improvements in the use of existing jails, and recommend ways to improve the use of data collected at the state level for long-range planning.

NCASA/Superintendents

Summary of Major Themes Found in Reports

SUMMARY OF MAJOR THEMES FOUND IN REPORTS

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Introduction

Eight reports have recently been released that deal with restructuring or reinventing schooling in North Carolina. These reports (and their abbreviated titles) are:

- the Department's 20-Point Plan (20-Pt. Plan);
- "Restructuring North Carolina's Public Schools," the final report from the Task Force on Excellence in Secondary Education (Secondary TF);
- "Last Best Chance", a report from the Middle Grades Task Force (Middle Grades);
- "Schools for the Twenty-first Century," a position paper from the Tar Heel Association of Principals/Assistant Principals (Principals);
- "Skills Crisis in the Workplace: A Strategic Response for Economic Development," the report from the Governor's Commission Workforce Preparedness (Workforce);
- "Recommendations for the Reform of Public Education in North Carolina," a report from Citizens for Business and Industry (CBI);
- "All That's Within Them: Building a Foundation for Educational and Economic Growth," a report from the Public School Forum Rural Initiative Group (Forum); and
- "A Comprehensive Plan for Improving North Carolina Education," a report from the Division of Superintendents, North Carolina Association of School Administrators (NCASA).

The purpose of this document is to set out and briefly discuss the predominant themes that emerge from recommendations in various reports. Many recommendations in these reports speak to a vision of schooling in the future. The particulars of the vision are consistent with the Principles for Restructuring Schools presented in Section 1, and specific recommendations are organized around these principles. Several of these principles, notably those concerning high expectations of students and outcome-based education, are a major focus of most of the reports. Other principles concerning flexibility/decentralized decision-making, partnerships, investments in staff, and policy changes are also found in several reports.

Some reports, especially those from Citizens for Business and Industry, the Governor's Commission on Workforce Preparedness, and the Public School Forum contain many recommendations that do not relate directly to restructuring public elementary and secondary schools. Nevertheless, with the exception of the Forum's report which focused on fiscal equalization, these reports do address schooling in several ways. Collectively, all reports contain

recommendations for improving the current system and seven contain a remarkably consistent vision of schooling as it should exist in the future.

Two predominant themes about schooling emerge from these reports. They are:

1) high expectations of all students, including a strengthened curriculum; and (20-pt. plan/Secondary TF/Middle Grades/Principals/Workforce/CBI/NCASA)

2) outcomes-based education, emphasizing accountability of the system toward students, parents, and the general public. (20-Pt. Plan/Secondary TF/Middle Grades/Principals/Workforce/CBI/NCASA)

While the reports focus primarily on high expectations and outcome-based education, many of them also contain recommendations that can be organized around the following common principles:

a) local flexibility, decentralized decision-making and empowerment; (Secondary TF/Principals/CBI/NCASA)

b) closer partnerships among the educational system, parents, businesses, and communities; (Secondary TF/Middle Grades/Principals/NCASA)

c) investments in staff, focusing on salaries, preparedness, and staff development; and (All reports but CBI/Forum)

d) changes in policies, including certification, tenure, governance, finance and school board structure. (Secondary TF/CBI/Forum/NCASA)

High Expectations/Strengthened Curriculum

The reports make it quite clear that we must have high expectations of **ALL** North Carolina students. The current system, with its general studies curriculum track, lower-level classes or courses with their "watered down" curriculum, emphasis on time spent in class rather than on mastery of knowledge, and a smorgasbord of electives, is not viewed as adequate to educate students so they can succeed after graduation.

A fundamental premise in these reports is that education in North Carolina must be both excellent and equitable. The vision of excellence--or high expectations--is embodied in a vastly strengthened K-12 curriculum. Recommendations involving strengthening the curriculum include:

- revising the Standard Course of Study to develop a better balance between teaching facts and developing critical thinking and problem-solving skills; (20 Pt. Plan/Middle Grades)

- determining essential--not minimal--competencies (e.g., a "core program of literacy") needed by students to succeed at work or continued learning after graduation; (20 Pt. Plan/Secondary TF/NCASA)

- strengthening graduation requirements (for example, requiring Algebra I, that has been viewed in the past as a preparatory course, for all students; increasing numbers of academic requirements); (20 Pt. Plan/Principals/Workforce)

- emphasizing the integration of content areas of the curriculum and determining a sequence of proficiencies that lead directly to the essential competencies necessary for success; (Secondary TF/Middle Grades/NCASA)

- emphasizing the application of curricula to practical living experiences; (Middle Grades/NCASA)

- eliminating the current "general track" curriculum and retaining strengthened college and vocational curricula; and (Secondary TF/Workforce)

- offering advanced placement courses in all high schools. (20-Pt. Plan)

The vision of equity is embodied in recommendations that focus on high expectations for **ALL** students, not just those coming from more advantaged homes. Recommendations that reflect expectations of equity include:

- exposing **ALL** students to the same essential curriculum by eliminating lower-level tracks or classes; and (Secondary TF/Middle Grades)

- expecting **ALL** students to master the essential curriculum so that we no longer accept academic failure as an inevitable outcome for some students. (20 Pt. Plan/Secondary TF/ Middle Grades)

Some of the reports made recommendations about a number of instructional or organizational aspects of schooling that could contribute to the achievement of excellence and equity in North Carolina schools. The changes specified in the reports speak to improved instruction, provision of services, school organization and a greater commitment to education evidenced by more time spent on education. A sampling of these recommendations includes:

- using teaching strategies that emphasize higher-order thinking skills and questioning strategies that encourage students to think and communicate their thoughts; (Middle Grades)

- providing special instructional programs and services, including alternatives to retention, to those students whose rate of mastery of certain skills/competencies is slower than that of other students; (Secondary TF/Middle Grades)

- emphasizing learning through the use of technology; (NCASA)

- organizing schools into small units, e.g., home school coordinator programs, recognition programs, stable clusters of teachers in a within-a-school or "house" arrangement, or advisory groups, to promote a personalized, caring environment for students; (Secondary TF/Middle Grades)

- lowering class sizes further; (Middle Grades/Principals)

- extending the school year from 180 to 200 days and exploring alternative school calendars; (20 Pt. Plan/ Principals/Workforce/NCASA)

- requiring mandatory attendance to age 18 or graduation; (20 Pt. Plan/Workforce)

- implementing a six-hour instructional day; and (Principals/NCASA)

- teaching drivers' education before or after school or during the summers. (20 Pt. Plan)

Outcomes-Based Education and Accountability

For many years we have evaluated our educational system on the basis of "inputs"–how many teachers and support staff we have, how many computers we have for students and teachers to use, and how many courses we offer. These are very important parts of education, but they are no longer considered adequate for evaluating the education our children receive.

These reports clearly emphasize outcome-based education, i.e., they focus on what students will be able to do when they graduate rather than the traditional "inputs" as the basis on which education is to be evaluated. Their recommendations address three components of outcome-based education: 1) defining exit and curriculum outcomes for students; 2) determining how we assess these outcomes; and 3) determining how we hold educators accountable for outcomes.

The outcome-based recommendations included:

- requiring students to demonstrate mastery of essential competencies to graduate rather than demonstrating that they have been in a class for a required number of hours. Our present system requires completion of 150 clock hours per course, and mastery can vary. In an outcome-based education system, students would be required to master specific essential–not minimal–competencies and skills, whether it took two months or two years. This approach would reverse our present system by holding mastery constant and letting time vary. It would also mean that universities and community colleges would need to agree to accept certification of proficiencies in lieu of Carnegie units; (20 Pt. Plan/Secondary TF/NCASA)

- recognizing that mastery of a given subject occurs at different rates for different subjects and that any one student will master some competencies faster than others. This means that special assistance will be provided to students so that they can master all essential competencies within the regular 13-year school period; (Secondary TF/NCASA)

- assessing individual student progress at frequent intervals so that we can intervene with those who have not yet mastered the curriculum; (Middle Grades)

- developing multi-faceted ways of assessing student mastery of interim and exit proficiencies, using portfolios and writing samples as well as criterion-referenced tests (aligned with the curriculum) that assess mastery of essential competencies; (20 Pt. Plan/Middle Grades/NCASA)

- using this multi-faceted evaluation system to judge the overall effectiveness of our instructional program as well as the achievement level of each student; (Middle Grades)

- eliminating regulatory requirements that inhibit efforts to raise student achievement; and (20 Pt. Plan)

- recognizing successful student performance. (Secondary TF/Middle Grades)

As a group, the reports indicate that North Carolina's educational system is to be evaluated by education consumers and the general public just as individual students are to be evaluated by educators. Thus, many of the reports focus on reporting outcomes to the public for accountability. Recommendations (and sub-recommendations, or "enablers") involving public accountability include the following:

- making the local school district and schools within the district the units of accountability; (NCASA)

- reporting results in terms of student performance and dropout rate/attendance rate for each school; (Secondary TF/CBI)

- identifying school districts where student performance is substantially below that of demographically similar districts, or where dropout rates are substantially higher than the state rate, and/or where a five percent or greater decline in success has occurred and requiring these districts to develop and implement (with Departmental assistance) improvement plans or be assigned a crisis team; (Secondary TF/NCASA)

(Secondary TF/CBI/NCASA)

- developing and using sanctions (e.g., appointing a caretaker policy board and administrators, requiring the resignation of the local board) for such districts if student outcomes do not improve; and

(20 Pt. Plan/Principals)

- providing individual students who go directly into the workforce with transcripts of the specific skills and competencies that they have mastered. These transcripts can be, or may be required to be, presented to prospective employers.

Decentralized Decision-Making/Flexibility

Many reports specifically accept the premise that local needs are best addressed through locally-devised plans and strategies and that programmatic and fiscal flexibility for school systems are critical. Specific recommendations include the following:

- limiting the role of the State Board of Education to the setting of minimal policies;

(CBI)

- limiting the role of the Department of Public Instruction to conducting research and development, setting standards, monitoring and publicly reporting on the performance of individual districts and schools, and (in one report) providing technical assistance/staff development;

(Secondary TF/CBI)

- giving local districts flexibility to reallocate resources and programmatic flexibility and authority to both local districts and schools (for example, local districts would determine instructional programs and/or staff development programs);

(Secondary TF/Principals/NCASA)

- repealing all state statutes which are counter-productive to enhanced local decision-making;

(NCASA)

- having teachers play a major role in planning instructional programs and selecting instructional strategies; and

(Secondary TF/Principals/NCASA)

- having teachers determine when proficiencies for groups of students should be tested and decide about student advancement.

(Secondary TF)

Partnerships

Most reports advocate closer partnerships between the schools and various outside groups, including employer responsibilities to enhance achievement and active involvement of parents. Specific recommendations involve:

- continuing outreach efforts to parents on the part of the schools (for example, schools could initiate parent education programs, include parents in school governance, use parents as volunteers); (Middle Grades)

- actively involving parents in decisions made about their children's education (for example, schools would actively involve parents/guardians in the selection of a high school completion option such as vocational or academic curricula); (Secondary TF)

- involving the business community in partnerships that would bring business people and their resources into the schools and in training students for jobs that meet technological and educational needs of the future; (Principals)

- educating North Carolina employers about the needs of public education; (Workforce)

- working with employers to create innovative funding partnerships to promote the use of technology and local flexibility in the use of state funds; (NCASA)

- working with employers on the issue of student employment (for example, developing guidelines/ agreements to limit the number of hours students may work or tying work to academic performance, school attendance, and economic need); (Secondary TF/Principals)

- encouraging employers to provide parents with release time to participate in efforts to raise student achievement; and (20 Pt. Plan/Secondary TF))

- encouraging employers to recognize student achievement. (Secondary TF)

Investments in Staff

Several reports contain recommendations about staff salaries, training, working conditions, and staff development. These recommendations include the following:

- increasing teacher salaries,either to the national average, to the extent that teaching is a profession with prestige (this might include year-round employment with a summer salary), or to be more competitive with other professions and consistent with new demands; (20 Pt. Plan/Principals/NCASA)

- providing compensation for additional duties, special projects, additional hours of college credit, and length of service; (Middle Grades)

- promoting the professionalism of teachers, including a revision of annual leave policies and improved working conditions; (20-Pt. Plan)

- providing support designed to help teachers and administrators work most effectively (for example, having educators work under the supervision of mentors or providing sufficient support staff); (Principals)

- providing $500 per certified person to retrain educators to function effectively in restructured schools and paying stipends to teachers who participate in staff development activities on week-ends and during the summer; (Secondary TF)

- providing staff development designed to enable teachers to modify instruction for students with different needs, to learn better how to involve students in the learning process, and generally to develop and refine their instructional skills; and (Secondary TF/Middle Grades)

- designing staff development that enables aspiring principals and superintendents to develop and refine managerial skills and strengthening certification for administrators. (Secondary TF/Principals)

Policy Changes

Certification. Some reports recommended changes in current certification policies (not just strengthened policies). Two reports from the Secondary Task Force and Citizens for Business and Industry particularly reflect a desire that "qualified" individuals who are not certified be brought into education. However, other reports move in the opposite direction, requiring more rigorous standards (Middle Grades, Principals, and NCASA). The recommendations that focus on major certification changes include:

- modifying state-level certification programs for teachers to allow non-certified personnel to teach in public schools without having to attain certification so long as the principal certifies that students taught by the non-certified personnel are achieving; (Secondary TF)

- recruiting qualified teachers and administrators and affording them opportunities for employment under a broadened certification process; and (CBI)

- replacing the current certification system for school administrators with a licensure system that includes a Bachelor's and Master's degree with an internship and a licensing examination. (NCASA)

Recommendations that focus on strengthening certification include:

- requiring specific training and experience for teaching and administrative positions (for example, requiring all teachers to have a Master's degree and requiring principals to have worked for three years as assistant principal and to have undergone a training program for aspiring principals); and (Principals/NCASA)

- maintaining the current 6-9 middle grades certification plan but requiring concentration in two subject areas for students in middle grade undergraduate programs and studying these programs in order to revise them. (Middle Grades)

Tenure. Changes in tenure policies reflect concern about cost-effective dismissal of educators whose students do not progress academically. The recommendations that focus on tenure include:

- reviewing the Fair Employment and Dismissal Act to determine if the Act should be modified (to be done by the General Assembly); (Secondary TF)

- exempting principals, program directors, and supervisors appointed after some future date from being covered by the Fair Employment and Dismissal Act and replacing tenure with contracts; and (Secondary TF/NCASA)

- abolishing tenure as currently practiced for teachers and principals in favor of regular performance-based appraisals as a condition of continued employment. (CBI)

Governance. Another policy issue involves state-level accountability. Three reports specifically address the issue of governance. The recommendations regarding governance include:

- establishing clear lines of authority from the top leadership down in the public school system by having one appointed chief executive accountable to a board; (CBI)

- having the Superintendent of Public Instruction appointed by the State Board of Education and confirmed by the General Assembly, and making the Governor Chairman of the State Board. The Superintendent would serve as secretary and chief administrative officer of the Board; and (Secondary TF)

- having the Superintendent of Public Instruction appointed by the State Board of Education and the members of the Board appointed by the Governor, Senate, and House of Representatives, with six-year terms and only two consecutive terms allowed. (NCASA)

School Finance. The Forum report focuses primarily on school finance, in particular, on ways to close the gap between rich and poor, urban and rural schools. NCASA also addresses school finance as a vehicle for achieving local autonomy. The recommendations include:

- providing a guaranteed funding base equal to the county provided average per child investment in schools to all LEAs levying a property tax at/above the average state rate; (Forum)

- providing additional supplemental funding to poor, small LEAs; (Forum)

- expanding the existing AFDC equalization fund to Medicaid and Special Assistance for Adults, so that no county would be required to match state or federal welfare expenditures at a rate above the state average per resident; and (Forum)

- Modifying all funding formulae to assure a base allotment to every district sufficient to assure a basic education for every child. (NCASA)

School Board Structure. The NCASA report specifically addresses the organization and governance of local districts for the purpose of assuring greater local autonomy, effectiveness and accountability. Some recommendations regarding board structure are:

- enacting legislation to create seven-member local boards of education, with four members elected on a non-partisan basis for staggered four-year terms and three members appointed on the same basis; (NCASA)

- re-examining the purpose of local boards, requiring training as a condition for membership and setting quarterly board meetings except for a specific purpose; and (NCASA)

- providing a legislatively approved $.15 supplemental tax levy discretionary to each local board. (NCASA)

Summary

The message contained in all eight reports is that business as usual is no longer acceptable–we cannot keep patching up the system of schooling that now exists in North Carolina. We must completely overhaul the education that we provide to our students.

This message is not really new. What is new is the consensus in most of these reports about what must be done to restructure our current system of schooling. Any contradictory recommendations about the provision of educational services at the elementary and secondary levels are more a matter of somewhat different strategies than of fundamentally different solutions. The more controversial aspects of the reports are limited primarily to changes in certification and tenure policies, funding, and school board structure; they do not directly involve the day-to-day delivery of educational services. This general consensus should make it much easier for North Carolina's educators, parents, legislators, business persons, and the general public to begin the task of implementing greatly needed educational reforms and innovations.

A 20-Point Plan for Reshaping K-12 Education in North Carolina

North Carolina Department of Public Instruction

1. Provide pre-kindergarten programs for all economically disadvantaged four-year-olds who are at risk of school failure.

2. Require school attendance from age 5 to age 18 or high school graduation.

3. Require school attendance or graduation as a condition for holding a drivers licence in North Carolina.

4. Implement dropout prevention/intervention programs in middle and high schools with the highest dropout rates.

5. Enlist employers in North Carolina to establish a policy that permits parents up to eight hours of school involvement leave per year to participate in efforts to improve student achievement.

6. Modify the Average Daily Membership (ADM) funding basis to provide incentives to local school districts to improve attendance rates.

7. Limit the work hours of students during the school week.

8. Confine the teaching of drivers education to before school, after school, or summer.

9. Provide more instructional time by extending the school year from 180 days to 200 days and by exploring alternative school calendars.

10. Strengthen the entire curriculum to reflect a major emphasis on critical thinking and problem solving concepts at every grade level, pre-K through grade twelve. Align the state assessment program with the standard course of study.

11. Require a challenging high school curriculum for all students to include the following requirements:

4 units of English	2 units of social studies
3 units of mathematics (to include algebra)	1 unit of foreign language/humanities
3 units of science (to include a unit of biology and a physical science)	1 unit of health and physical education
	6 electives
	20

12. Provide students going directly to the work force with a transcript of specific skills and competencies mastered which can be presented to prospective employers upon graduation.

13. Offer Advanced Placement courses in all high schools or assure that they are available to all students.

14. Identify essential competencies for selected high school courses, allowing student mastery rather than "seat time" or the 150 clock hour requirement to determine course credit.

15. Promote the professionalism of teachers to include a revision of annual leave policies, salaries at the national average, and improved working conditions.

16. Eliminate all current regulatory requirements that inhibit efforts to raise student achievement.

17. Establish a "restructuring consortium" to support systemic efforts to restructure North Carolina schools as needed in the 21st Century.

18. Develop and administer an annual "report card" measuring the quality of Department of Public Instruction service to local school systems.

19. Restructure the Department of Public Instruction to provide integrated intensive technical assistance to local school districts.

20. Change the Department of Public Instruction regional delivery system by consolidating the current eight regional centers into four Technical Assistance Centers.

APPENDICES: LISTING OF RECOMMENDATIONS BY REPORT

RESTRUCTURING NORTH CAROLINA'S PUBLIC SCHOOLS: A REPORT OF THE STATE SUPERINTENDENT'S TASK FORCE ON EXCELLENCE IN SECONDARY EDUCATION

Task Force on Excellence in Secondary Education

Recommendation 1:

The General Assembly should provide funds for planning and implementing innovative, outcome-based pilot programs. The funds should be available on a competitive basis. The State Board of Education should develop criteria for awarding restructuring contracts to four local education agencies. The criteria should be based on the principles, enablers, and requirements subsequently specified.

Recommendation 2:

The General Assembly should appropriate funds for professional development activities of teachers, administrators, and local board members. These funds should provide opportunities to develop and refine instructional, management, and policy-making skills. The General Assembly should appropriate each year for the next four years $500 for each state-supported certified person.

2b. The State Department of Public Instruction shall develop a strategic plan for providing staff development activities. The plan shall provide local districts with two options: (1) participation in staff development activities provided by SDPI; or (2) submission of a district - developed staff development plan to the State Board of Education for approval. Locally developed plans may include participation in SDPI directed activities.

2c. Local districts should be given flexibility in the use of funds for staff development activities. The payment of stipends to teachers who participate in activities on weekends and during the summer should be specifically authorized.

Recommendation 3:

The State Board of Education shall design and implement a program for soliciting private funds to support additional outcome-based education demonstration sites.

Recommendation 4:

Local districts shall provide each student a school-based adult advocate to foster self-esteem protect learning options, and ensure that student needs are being met. Each program plan shall include an accountability component.

Example programs include home/school coordinator programs, adult mentor programs, recognition programs, school/family involvement programs, a teacher assigned to be an advocate over the duration of the student's attendance, teams of teachers assigned to be responsible for groups of students over the duration of their attendance, and trained and supported volunteers used as student advocates.

Recommendation 5:

Employers should be encouraged to adopt after-school student employment procedures designed to facilitate and support student learning.

5a. Local districts, in consultation with local business leaders, shall develop guidelines relating to after-school student employment. The guidelines may include an agreement to limit the number of hours a student may work or tying the number of hours a student may work to academic performance, school attendance, and economic need.

5b. Local districts shall design and implement local accountability procedures that will provide an analysis of student performance data in relationship to after school employment. Procedures shall provide for analysis in terms of students working for employers who adopt and implement after-school student employment procedures and those who work for employers who do not adopt and implement such procedures.

5c. Employers should be encouraged to recognize and commend student workers for academic improvement.

Recommendation 6:

Employers should be encouraged to provide parents with released time to attend parent/teacher conferences.

Recommendation 7:

The Fair Employment and Dismissal Act should be reviewed by the General Assembly in the 1991 Session to determine if the Act should be modified. The purposes of the review would be to determine if the reasons for dismissal should be refined and if the due process procedures could be streamlined.

Recommendation 8:

8a. Local districts should be encouraged to develop dual personnel evaluation processes to be used in evaluating career status teachers and administrators.

8b. The State Department of Public Instruction should provide technical assistance to districts who undertake the development of dual personnel evaluation processes. The technical assistance should include the provision of model evaluation processes and instruments. Local districts should be encouraged to develop processes by synthesizing available models.

Recommendation 9:

9. Principals, directors, and supervisors appointed after a date to be determined by the General Assembly should no longer be covered by the Fair Employment and Dismissal Act.

9a. Individuals who had teacher "tenure" prior to their current roles and who are principals, assistant principals, directors, and supervisors should continue to hold their teacher "tenure." The years served as administrators should be considered as teaching experience in determining salary levels.

9b. Principals, assistant principals, directors, and supervisors appointed after the date determined by the General Assembly should enter into two or four year contracts with local boards of education. Contracts should require the recommendation of the superintendent. Persons who have not previously served in similar administrative positions should be hired on a probationary, non-contractual basis.

9c. Persons under contract to serve in administrative positions and whose contracts are renewed one or more times should be provided with severance pay in the event that their contracts are not subsequently renewed. Severance pay should be computed by multiplying the number of years served under the consecutive contracts by the highest monthly base salary the individual received during that period. Probationary period service should not be counted in calculating severance pay.

State funds should not be used in paying severance pay. An individual whose contract is terminated during a contract period due to one or more contract violations should not be eligible for severance pay.

Recommendation 10:

State-level certification programs for teachers should be modified. They should allow non-certified personnel to teach in public schools without involvement in programs that lead toward certification as long as the principals to whom the individuals report submit annual evaluations certifying that students are being well served as evidenced by progress in individual achievement. Non-certified teachers should be under the direct supervision and guidance of mentor teachers for a two-year period.

Recommendation 11:

11a. The General Assembly should address issues relating to administrator certification.

11b. The General Assembly should direct the University of North Carolina to strengthen administrative training programs for administrators.

11c. The General Assembly should direct the State Board of Education to strengthen certification standards for administrators.

Recommendation 12:

12a. The State Board of Education shall annually identify school districts that have the following characteristics: 1)Student performance measures are substantially below those reported by districts with similar demographic characteristics. [Note: *Substantial* shall be defined by the State Board of Education.]; and 2) Student dropout rates are substantially higher than the average state-wide rate. [Note: *Substantial* shall be defined by the State Board of Education.]

12b. The State Department of Public Instruction (SDPI) shall contact the identified districts. SDPI shall inform the districts of services available through the Department which could

assist them in improving student performance and decreasing dropout rates. SDPI shall make this assistance available.

12c. Parents of students attending schools in an identified district shall be publicly informed that student performance and dropout rates are substantially below measures reported for districts with similar demographic characteristics. The State Department of Public Instruction shall prepare and release a report for each identified district. Each report shall provide an opportunity for the identified district to describe steps being taken to improve student performance and dropout rates.

12d. Districts identified shall be required to submit to the State Board plans for improving student performance and for decreasing dropout rates.

12e. The State Board shall annually review the progress being made in improving student performance and decreasing dropout rates. If a district fails to make satisfactory progress, as determined by the State Board, then the Board shall appoint a caretaker policy board and a caretaker administrator.

12f. The State Board shall establish, by December 1991, official policies and procedures for (1) providing identified districts with assistance in developing and implementing improvement plans, (2) providing identified districts with fiscal and programmatic flexibility necessary to implement improvement plans, (3) determining when caretaker policy boards and administrators shall be appointed, (4) appointing caretaker policy boards and administrators, and procedures for (5) determining the term of caretaker policy boards and administrators.

12g. The General Assembly should provide the State Board of Education with the authority to appoint caretaker policy boards and administrators.

Recommendation 13:

The Task Force recommends a change in the governance structure of the Department of Public Instruction to make the Superintendent of Public Instruction an appointee of the State Board of Education, to make the Governor the Chairman of the State Board of Education, and to change the composition of the state Board of Education by making the Governor a member of the Board.

13a. The Superintendent shall be the secretary and chief administrative officer of the State Board of Education, and shall be appointed by and serve at the pleasure of the State Board of Education. The appointment of the Superintendent of Public Instruction shall be subject to confirmation by the General Assembly.

13b. The Governor shall become a voting member and the Chairman of the State Board of Education.

13c. The State Board of Education shall consist of the Governor, the Lieutenant Governor, the Treasurer, and eleven members. The General Assembly shall determine the process to be used in selecting the eleven additional Board members. One member shall be selected form each of the eight educational districts, and three shall be selected from the state at-large.

13d. The terms of office for selected members shall be for four year, staggered terms, in place of the current eight year staggered terms.

13e. This change in the governance structure will require a constitutional amendment, to be submitted to the voters in November, 1991.

LAST BEST CHANCE: MIDDLE GRADES TASK FORCE REPORT

Middle Grades Task Force

School Organization

1. The General Assembly, State Board of Education, local boards of education, and the Department of Public Instruction should formally recognize the middle grades as a separate and distinct level of schooling. This recognition should be reflected in all policies, program and staffing allotments, reports, and committees.

2. Local school districts should develop a written middle level plan specifying expectations for middle grade organization, administration, staffing, curriculum, instruction, special programs, student activities, assessment/evaluation, and parental involvement.

3. To create small or more personal communities of learning, schools should be organized to support houses, interdisciplinary teams, and advisory programs.

    a. Schools should provide a stable clustering of teachers and students in a school-within-a-school, or house arrangement. Students may remain in the same house until they move on to the next level of schooling.

    b. Schools should be organized into interdisciplinary teams. Teachers within teams would share a common group of students, have reasonable control over large blocks of time, and have common team and individual planning time during the work day. Special area teachers should be thoroughly integrated into the team organization. The focus of team work would be student learning, personal development, and group citizenship encompassing all aspects of student life and success in school.

    c. Every student should be a part of an advisory group that meets on a regular and frequent basis to promote group guidance activities and a close relationship with at least one adult at school. Virtually all certified staff should participate in this program.

4. To provide opportunity for schools to organize into interdisciplinary teams, the General Assembly should lower the teacher/student allotment formula for middle grades. The present 4-12 allotment of 1 to 26 would change to 1 to 20 for K-8. While this formula would not change the average class size of 1 to 26, it would increase the number of staff in the arts, health, physical education, second languages, and vocational education and provide necessary common planning time for the interdisciplinary teaching team.

5. The General Assembly should increase the base allotment for *Basic Education Program* positions in small school districts for the specific purpose of initiating middle level teams with common planning time and providing a more complete elective program.

6. Local school districts should formally address the connections and interrelations among elementary, middle, and high school programs. Such a focus would include student development, a K-12 curriculum sequence, integration across content areas, varied and

developmentally appropriate instructional strategies, and parental information and involvement.

Curriculum

1. The General Assembly should make the *Basic Education Program* a top priority and recommit itself to funding it fully. A developmentally appropriate program should be provided for all middle grade students.

2. The Department of Public Instruction in conjunction with educators across the state should revise the *Standard Course of Study* to include:

   a. A reorganization into K-5, 6-8, 9-12 grade clusters (the predominant grade patterns in North Carolina).

   b. An introductory section that addresses the needs and characteristics of young adolescents and the specific implications for school programs.

   c. A review of all content areas relative to the characteristics of the age group with greater emphasis on critical and creative thinking, active learning, hands-on approaches, process skills, inquiry methods related to the "here and now," decision-making, communication, and problem-solving.

   d. A comprehensive analysis of the relationship and integration of one subject area to another, grade by grade, subject by subject. For example, the relationship of writing skills to social studies, science, and health education.

   e. A more central role in the total school curriculum for effective education, particularly those aspects which help young adolescents understand themselves and their peers.

3. The Department of Public Instruction should develop multi-faceted ways to evaluate students such as portfolios, writing samples, and criterion-referenced tests which reflect the revised Standard Course of Study in the arts, communications skills, health, mathematics, social studies, science, physical education, and second languages.

4. The Department of Public Instruction should work to provide a balanced focus on early childhood, middle, and high school programs.

   a. All Department staff should have a basic knowledge of middle level education. Routine, internal staff development focused on middle level issues should occur on a continuing basis.

   b. The Department should use its new organizational structure to address middle level education across its various service areas. Short-term work groups could be formed to discuss issues and study problems.

5. Local education agencies must re-emphasize that the *Standard Course of Study* is the state curriculum. Textbooks and other instructional materials such as audio-visual programs, computer packages, manipulative kits, games, maps, and globes should support the goals and objectives of *Standard Course of Study*.

6. Schools should require every middle level student to participate in a school and/or community service program each year.

Instruction

To provide developmentally appropriate instruction, teachers of young adolescents should:

1. Work toward developing in students a feeling of personal efficacy and a sense of responsibility for themselves and others. Make use of cooperative learning, peer tutoring, and other strategies that promote mutual respect and support.

2. Relate school learning to "real life," relevant situations with active involvement for students in their own learning.

3. Plan activities which emphasize higher order thinking skills transcending simple recall and personal opinion. Also use questioning strategies which encourage students to think and communicate their thoughts.

4. Match instruction to the unique learning style of each student using a variety of teaching strategies and instructional materials (in addition to textbooks).

5. Apply basic skills in all content areas consistently providing interdisciplinary connections. Make interdisciplinary assignments to students such as group projects, interviews, and experiments that involve two or more areas of study.

6. Develop a homework policy that is developmentally appropriate and consistently enforced by all members of an instructional team.

7. Design and implement a multi-faceted evaluation system to be used in judging the overall effectiveness of the instructional program as well as the achievement level of each student. Also provide for student self-evaluation in this process.

8. Use the flexibility inherent in the blocks of time available to the instructional teams.

Student Success

1. Educators should endorse and act on the philosophy that every student can learn. Schools should be organized and managed in a way which demonstrates that philosophy to students. This philosophy would necessitate a full curriculum available to all students and the elimination of tracked classes, homogeneously grouped according to some achievement level.

2. Teachers should maintain high expectations for students at all levels while facilitating successful experiences.

3. Educators should regard academic failure as an unacceptable outcome with the focus on mastery learning and student success. Individual schools should develop special instructional programs and services for students who are judged to be at risk of school failure to reduce the possibility of retention. Alternatives to retention such as cross-age grouping, peer tutoring, extended day programs, and summer school options, should be implemented.

4. Local school districts should assess individual student progress at frequent intervals and provide reteaching for those who have not mastered the curriculum. Different pathways and different resources should be utilized to ensure continuous learning.

5. Schools should provide challenging and enriching activities for students with special interests and/or abilities such as independent study, self-paced learning, extended day programs, or summer school opportunities.

6. Schools should build a comprehensive recognition system that reaffirms the successful performance of students.

7. The Department of Public Instruction and local school districts should continue efforts to provide appropriate staff development for teachers to differentiate instruction and involve students in the learning process.

Health Concerns

1. Local school districts and individual schools should adopt and implement the eight-component comprehensive school health programs model of the American School Health Association. The model has the following eight interlocking physical, mental, social, emotional, and intellectual aspects that are addressed by a systematic, planned approach.

    a. Healthful School Environment – A healthy environment is safe, both emotionally and physically. School policy and staff behavior mirror this concern. There are safeguards against violence, drugs, tobacco, and weapons with the emphasis on prevention.

    b. Health Instruction – Health instruction addresses young adolescents' present and future health needs. Instruction is carefully planned and conducted by certified staff, who are prepared to deal with the biological and medical aspects of the subject and the psycho-social aspects of human thinking and behavior. A comprehensive substance abuse program is integrated into the health curriculum.

    c. Health Services – School health professionals have a prominent role in planning and providing health promotion and early intervention services for both students and staff. School nurses play a pivotal role in the health screening, risk assessment, and consequent development of appropriate programming.

    d. Physical Education – The physical education program stresses regular and frequent fitness activities that promote the development of lifelong fitness habits. Intramurals should be provided to involve all students in a wider variety of physical activities.

    e. School Counseling – School counselors are an important link in the school-site health promotion program, providing individual and group counseling related to health as well as social and developmental concerns. They serve as resources to teacher-based guidance programs.

    f. Food Service – School food services provide healthy, nutritious, and interesting meals and snacks that reinforce the message students receive through health instruction.

    g. School Site Health Promotion for Faculty and Staff – School personnel organize and implement a wide variety of health and wellness activities.

    h. Integrated School and Community Programs – The success of the school health program depends upon the support of the community. Joint school/community

partnerships use community resources for health instruction, school site health promotion programs, health services and referrals.

2. The General Assembly should provide funds to employ school nurses at a ratio of one to 750 students or one per building.

3. Local school districts and individual schools should advocate the importance of the health education curriculum and work to make it a more vital part of the total school program.

4. Local education agencies and area health organizations should work together to provide middle level students not only health information but direct access to comprehensive health service agencies; wherever possible, such services should be provided on school grounds.

Teacher Preparation

1. The State Board of Education should maintain its current 6-9 middle grades certification plan.

2. The University of North Carolina should keep its current, exemplary middle grades degree program which requires graduates to be prepared in two subject areas.

3. The State Board of Education should require concentration in two subject areas for all middle grade undergraduate programs in the state.

4. The Department of Public Instruction should initiate a review of the certification guidelines and competencies for middle grades teachers. Particular attention should be given to the advisory role of teachers.

5. Collaborative activities among educational groups and organizations should be strengthened and expanded.

   a. Institutions of higher education should continue to engage in and promote research in middle grades education, early adolescence, and other related areas.

   b. Institutions of higher education should work as active partners in Initial Certification Programs by helping teachers to develop requisite skills and by providing follow through at school sites.

   c. Institutions of higher education must promote, recognize, and reward service in the field among their faculty.

   d. The Department of Public Instruction and local school districts should develop a more consistent policy for certifying teacher applicants who are not graduates of teacher training programs.

   e. The Department of Public Instruction, institutions of higher education, and local education agencies should develop and implement a plan to actively recruit capable middle grades teachers.

   f. The Teaching Fellows Program administered by the Public School Forum should continue to provide activities that recognize middle grades as a separate and distinct level of schooling.

6. The State Board of Education should initiate a comprehensive study of current practices of middle grades programs in all institutions of higher education. With nearly a decade of the 6-9 certification, revisions in programs and certification matters are needed.

7. Institutions of higher education should strengthen their emphasis on middle grades understandings and competencies in areas of K-12 certification (e.g.,physical education, second languages, visual art). Local education agencies should assume an active role in providing K-12 certified educators with ongoing middle grades staff development opportunities.

8. Institutions of higher education should be encouraged to offer courses or special seminars that prepare middle level principals.

Technical Assistance

1. The General Assembly and State Board of Education must recognize the need for specific, technical assistance through their service agency, the Department of Public Instruction.

2. The Department of Public Instruction should strengthen its efforts to assist middle level schools.

   a. As vacancies become available, it should hire more individuals with expertise in the major components of middle grades education such as team organization, flexible scheduling, teacher-based guidance, instructional methodology, curriculum correlated to the developmental needs of the middle grades learner, technological education, and site-based management.

   b. The Leadership Institute for Administrators should develop a comprehensive training program on all aspects of middle level education. An annual middle grades institute, targeting principals, should be a routine part of their service agenda.

   c. The Department should develop an internal middle grades coordination effort to address middle level issues across the five service areas.

   d. Research and Development Services within the Department of Public Instruction should target research money for middle level projects.

   e. Each regional center should have at least one middle grades specialist knowledgeable in all aspects of effective middle grades practices. This staff person should assist regional schools in improving middle grades education and provide liaison services within the region and across the state.

   f. Each regional center should identify model demonstration sites for one or more aspects of middle grades programs. To assist others, these schools should develop supportive audio-visual materials.

3. Local school districts should provide numerous opportunities for central office leaders to gain expertise in middle level education that enables them to provide direct technical assistance to educators in their own district.

4. The University of North Carolina System should establish three middle grades information/learning centers – one in the east, piedmont, and west. The centers would

contain middle level resources and information and provide practical staff development for local school districts, individual schools, and individual educators.

5. The North Carolina League of Middle Level Schools should continue to expand its services to members, particularly in terms of publications, audio-visual materials, and regional activities and take on a larger advocacy role across the state.

6. Other educational organizations in the state (e.g., North Carolina Association for Supervision and Curriculum Development, North Carolina Math Association) should provide support for improvement in middle grade programs.

7. The Center for Early Adolescence should be commended for strengthening its North Carolina connections by appointing a State Advisory Committee, but also be encouraged to maintain its involvement in the North Carolina League of Middle Level Schools Annual Conference and continue to seek local state sites and funds for research projects.

8. The North Carolina School Boards Association should continue to provide yearly opportunities for local school board members to learn about middle level programs and goals.

Professional Staff

1. The Department of Public Instruction should appoint a committee of middle level experts to revise the guidelines provided for instruction in the Effective Teacher Training Program, the Teacher Performance Appraisal Instrument, Initially Certified Program, and the Mentor Training Program, to include a middle school learner and teacher perspective.

2. Recognizing that teacher preparation extends beyond the undergraduate degree and initial certification and that the majority of teachers working in middle level schools were not specifically trained for this level, the Department of Public Instruction, the University of North Carolina System, private schools and colleges and local education agencies should provide middle grades staff development programs as part of the continuing education process. Appropriate topics should include: the nature of young adolescents; interdisciplinary team organization; teacher-based guidance; varied and appropriate instructional strategies; a variety of methods in student assessment; effective discipline procedures; understanding tests and test results; and communication techniques with students, parents, colleagues.

3. School districts should initiate a multi-faceted support structure for middle level education. This would include: a team approach in hiring practices; orientation for all new personnel; district and school-level staff development with teachers having a central role in selection and direction; annual program evaluations of their program (e.g., a survey to students, parents, teachers).

4. Every school should establish a school improvement council which engages in decision-making on school governance, creative strategies to reach goals, hiring of faculty, budgetary decisions, staff development programs, discipline policies, and student evaluation.

5. Local education agencies should provide compensation to team leaders for additional duties commensurate with coaches, band directors, and department chairs.

6. Local education agencies should consider supporting professional personnel through tangible acknowledgements: for length of service, special projects, achievement, innovative

strategies, for directing after school activities, and community service projects, and by employing additional staff to assist with non-teaching duties and clerical work.

7. Based on teacher suggestions, all local education agencies should develop a variety of incentives for tenured personnel. These incentives might include: provisions for attending conferences and conventions; stipends for participating in summer institutes; release time for visitations with other professionals (businesses, schools, community-based resources); and sabbaticals.

8. Local education agencies should have differentiated evaluation procedures for tenured personnel.

9. All local education agencies should designate a coordinator at the central office level specifically for middle grades. This individual should be an advocate for middle level concerns in the school system and community.

10. Local education agencies should hire individuals as middle level principals who have successful teaching experience at this level or who have competence relative to the middle school learner in such areas as: interdisciplinary team organization; teacher-based guidance; flexible scheduling; varied instructional strategies; and positive school climate for young adolescents.

Parents

1. Schools should continue outreach efforts to meet with parents and assist them in helping their child learn at home.

2. Schools, either individually or through district and/or service agencies, should initiate parent education programs that address the characteristics of this age group, positive parenting techniques, and positive home-school relations.

3. Beyond the traditional parent-teacher association and more recent parent advisory councils, parents should be included in school governance committees and participate in decisions related to school goals.

4. Teams should utilize a variety of methods to keep parents informed and connected to the school. Some typical examples include a pre-school letter to parents, regular telephone calls, frequent notes, dinners, evening programs, awards and celebrations.

5. Schools should consider assistance from parent volunteers in initiating school and/or community service projects.

Communities

1. Communities should initiate the formation of an Inter-Agency Youth Council. Participating agencies should have equal responsibility for addressing the needs of young adolescents in local communities.

2. School districts should request increased services for young adolescents by other community service agencies. Local communities should provide more wholesome after-school, weekend, and summer activities including recreational, sports, enrichment, and tutorial programs.

3. The State Board of Education and Department of Public Instruction should support school transportation plans that include use of state buses for increased community services for young adolescents.

4. Schools and community organizations should work together to assist students in becoming more aware of community needs and participating in area service projects.

5. Schools should continue to seek individual volunteers who provide secretarial, media, and tutorial assistance and serve as classroom speakers, etc.

6. Schools and businesses should initiate and expand partnerships that bring business people and their resources into the school.

SCHOOLS FOR THE TWENTY-FIRST CENTURY: A POSITION PAPER ON SCHOOL REFORM IN NORTH CAROLINA

The Tar Heel Association of Principals/Assistant Principals

Governance-State

1. The Governor, Lt. Governor, Legislature, and the State Superintendent of Public Instruction must make Public Education the number one priority in North Carolina. These officials should take the lead in making the general public aware of the importance of an educated populace.

2. The Governor, as the highest elected State Official, should be the chief political advocate for public education. All members of the Council of State should promote public education, high morals, ethics, and the value of hard work in their speaking engagements throughout the State.

3. Government officials should emphasize that it is a parental duty and responsibility to make their children's education their highest priority. Legal penalties should be created and enforced for parents who do not assume responsibility for their children's education. The compulsory attendance law should require students to begin school at six years of age.

4. A "Think Tank" Council of Practitioners should be established. This council should be composed of Teachers, Principals, Superintendents, University Personnel, and a representative of The Institute of Government.

5. Employ all teachers twelve months per year. Teaching is not a part-time occupation, and staff development should not be held on an instructional day. Summer schools for students could be held for enrichment as well as remediation. Non-instructional summer activities for other teachers could include graduate level work on methodology, subject area specialties, or work toward an advanced degree.

6. Create a pay scale that makes teaching a profession with prestige--two months additional salary, as well as a substantial across the board increase will be necessary.

7. State leaders should define a mission statement for public schools--setting goals and priorities for the next twenty-five years.

8. Devise a funding mechanism so that funding for education is not a yearly political battle. The North Carolina Legislature is able to plan and fund a fifteen year, nine billion dollar highway plan; certainly a comparable plan should be available for the public school children of this state. High tech industry does not locate where public schools do not meet its employment needs.

9. Acknowledge that today's public schools have two major missions--one academic and one social. Funds, time, and personnel from the academic mission have been diverted in an

attempt to solve social problems. If this dual responsibility is to continue, funding, time, and personnel must be allocated to enable schools to accomplish both missions.

10. Decisions regarding students should be made by the local school. We strongly support site-based management.

Governance-Local

1. A Blue Ribbon Panel should be appointed by the Governor, Legislature, and the State School Board to monitor and audit local school boards for undue political influence on decisions, and to insure that state and locally allocated monies and positions are used in the best interest of the students.

2. Training in boardsmanship should be required for elected school board members. This should be done by a non-political organization such as The Institute of Government, under the leadership of the State Board of Education.

Teachers

1. All teachers should have a Master's Degree. Teachers with more than five years to retirement should earn a Master's Degree. Teachers with less than five years to retirement should be exempt from this requirement. The content of this degree should be related to the teacher's subject area.

2. Any educator who completes an additional fifteen hours of graduate level college credit should receive an increment on the pay scale.

3. New teachers must work under the direct supervision of a "Master" teacher for a period of two years. "Master" teachers would supervise no more than five teachers per year.

4. Necessary support personnel should be added to schools so certified staff can attend to academic needs. This group should be employed to relieve teachers of clerical and other non-instructional duties.

Universities

1. Revamp the teacher education curriculum to emphasize the latest research, methodology, and subject matter. The curriculum should focus on school-based experiences with students.

2. All education professors should teach at least one semester every four years in a public school.

3. Research in methodology and subject matter should be part of each professor's duty, and must be school-based.

Principals and Assistant Principals

1. All principals should have a sixth year degree or an equivalent number of hours beyond a Master's Degree. The sixth year curriculum should be research based in learning theory as well as leadership training, including business courses.

2. All assistant principals should have three years teaching experience.

3. All candidates for the principalship should have worked a minimum of three years as an assistant principal to a certified mentor principal. Beginning principals should attend a training program conducted by the State Department of Public Instruction during their first year of employment.

4. Adequate support personnel, including assistant principals, should be employed to allow time for the principal to be a more effective instructional leader.

5. Principals and assistant principals should be required to teach in a classroom at least one semester every five years.

Superintendents

1. Anyone selected as a superintendent should have served a minimum of five years as a principal and three years as an associate or assistant superintendent.

2. The State Department of Public Instruction should establish a required training program for aspiring superintendents. Only graduates of this program should be eligible for the position. Superintendents employed from out-of-state must complete this program in their first year of employment.

3. A major effort should be made to stabilize the superintendency in North Carolina. All Superintendents should be offered either four or six year contracts. Contract buy-outs should not be an easy alternative. A roll-over extension contract is a possible option.

4. The State Board of Education should establish a superintendents' review panel. This panel should review the non-renewal of a superintendent's contract, and make recommendations if necessary.

Curriculum

1. Develop a core curriculum that will better prepare all students for life after graduation.

Specific Recommendations

Increase graduation requirements to twenty-two units.
Increase required units to graduate to fifteen.

A. Core Curriculum Requirements for Graduation

Units	4	English
	3	Math-Algebra required
	3	Science-Physical Science and Biology required
	3	Social Studies-U.S. History, International Relations, Government and Economics
	1	Computer Keyboarding/Typing
	1	Health and Physical Education
	15	Required
	7	Elective
	22	Total

95

B. Life-Skill Electives

Life-skill elective instruction should be fully funded for all students (K-12) by the State. This would include the arts and music--instrumental and choral, dance and drama), individual athletic skills such as golf and tennis, and a full schedule of vocational programs.

C. Class Size

K-5	1-20 Maximum, No combinations
6-8	1-20 Maximum, Academic subjects
9-12	1-22 Maximum, Academic subjects
	English exemption, Maximum 80 students per day.

School Year

1. Teachers should be employed twelve months and the school year should be increased from 180 to 200 days.

2. It may be necessary to lengthen the school day to accommodate these changes. We recommend a six hour instructional day.

3. Workshops for instructional personnel should not be held on an instructional day.

The Business Community

1. Business should work jointly with the State Board of Education, Community Colleges, and local Boards of Education, to train students for jobs to meet the technological and educational needs of the future.

2. Businesses should set priorities for job training for students. Businesses and schools should work together to create apprentice programs for students. All efforts should be made to develop working partnerships among community colleges, vocational schools, public schools, and businesses.

3. The Commerce Department of North Carolina, businesses and industry, and the Department of Public Instruction should work together to establish a code of ethics for the employment of high school students in North Carolina.

4. The North Carolina Department of Commerce should recruit businesses that will pay competitive wages.

5. Business and industry and government leaders should move to raise the standard of living for the citizens of North Carolina, to ensure that children do not live in poverty.

6. Employers should be required to request that all potential employees under age twenty-present a public school transcript as part of their pre-employment record.

7. Students who drop out of school should either lose their privilege to drive, or not be granted a license until they reach the age of eighteen.

THE SKILLS CRISIS IN THE WORKPLACE: A STRATEGIC RESPONSE FOR ECONOMIC DEVELOPMENT

Governor's Commission on Workforce Preparedness

Goal 1: Improve the academic, thinking and employability skills of the future workforce.

Strategy 1: Eliminate the high school general education curriculum and offer two curriculum options by 1994-95: College Preparatory and Technical Preparatory. Both curriculums should emphasize academic excellence.

Strategy 2: Support the State Board of Education's objective to upgrade high school graduation requirements.

Strategy 3: Require mandatory school attendance to age 18 or until graduation beginning in 1993-94 and require satisfactory progress toward graduation (a) of all 16-18 year olds to obtain a driver license, and (b) of all 12-18 year olds to obtain a work permit.

Strategy 4: Require every high school to develop a comprehensive career development and guidance program by 1994-95, to ensure that all high school students can make informed curriculum and career decisions.

Goal 2: Enhance the leadership role of business and industry in public education reform.

Strategy 1: The North Carolina Business Committee for Education should increase its public visibility and enhance its role as the advocate for public education reform and the skills needs of the state's private sector. In addition, the Business Committee should educate North Carolina employers about the needs of public education, and working with the Governor's Council on Workforce Preparedness (refer to Goal 5), recommend to business and industry how they can cooperate in the implementation of the Workforce Preparedness goals and objectives.

Goal 3: Expand the effectiveness of the State's post-secondary technical training systems.

Strategy 1: Full funding of the Commission on the Future of the North Carolina Community College System should be achieved at the earliest possible date.

Strategy 2: Create five industry-focused Technical Training and Development Centers involving partnerships with business and industry to conduct applied training research, develop training programs and materials, develop skill assessment methods, train faculty (secondary vocational teachers, community college teachers, etc.), and provide technical assistance in skills development to upgrade the technical education and training systems.

Strategy 3: Upgrade North Carolina's labor market information system by expanding data collection, especially in rural areas, and reporting to industry, education and training groups.

Goal 4: Upgrade the foundation of basic skills (broadly defined) of the adult population and the existing workforce.

Strategy 1: Substantially upgrade funding to the community college system for literacy education.

Strategy 2: Create a task force to develop and propose to the Governor and the 1991 General Assembly a system of tax incentives to encourage investment by business and industry in the basic skills of the workforce through training and re-training. The task force should give special attention to the needs of small businesses.

Strategy 3: Provide state funds to develop a North Carolina jobs training program modeled upon the current Job Training Partnership Act to serve more of the eligible population.

Goal 5: Establish a comprehensive and strategic planning system for responding to the impending workforce preparedness crisis.

Strategy 1: Vest lead responsibility for strategic planning for workforce preparedness in the state Job Training Coordinating Council through legislation.

RECOMMENDATIONS FOR THE REFORM OF PUBLIC EDUCATION IN NORTH CAROLINA

North Carolina Citizens for Business and Industry

Governance

Recommendation: The Education Committee supports the establishment of clear lines of authority and accountability from top leadership on down in the public school system. There should be one appointed chief executive, accountable to a board.

Decentralization

Recommendation: The Education Committee supports the decentralization or powering down of authority and accountability so that decisions can be made at the local level and better address the needs of students, parents, and teachers.

Roles of the State Board of Education and the Department of Public Instruction

Recommendation: The Education Committee recommends that the State Board of Education's and the Department of Pubic Instruction's roles in the education process should be limited to prevent top-heavy bureaucracy and over-regulation.

Performance Goals

Recommendation: The Education Committee recommends that standards should be set high for academic and other appropriate areas of student performance; that results be objectively monitored and regularly reported; and that there be clear incentives for schools that improve and sanctions for those that do not.

Accountability

Recommendation: The Education Committee recommends that, for public schools to be accountable, tenure as currently practiced should be abolished for teachers and principals in favor of regular, performance based appraisals as a condition of continued employment.

Certification

Recommendation: The Education Committee recommends that qualified teachers and administrators be recruited, and afforded opportunities for employment under a broadened certification process.

Choice in Public Schools

Recommendation: The Education Committee recommends parental choice of public schools, with proper safeguards.

Competition

Recommendation: The Education Committee recommends that competition in the public schools is a value that should be increasingly stressed where appropriate.

ALL THAT'S WITHIN THEM: BUILDING A FOUNDATION FOR EDUCATIONAL AND ECONOMIC GROWTH

Public School Forum of North Carolina,
Rural Initiative Study Group

Recommendation 1:

Any steps to equalize the educational opportunities for all children should not be taken at the expense of high tax capacity counties; further, the goal of equalization steps should be to raise the overall level of education, not to level high spending or high performing schools down to a statewide average. Finally, equalization steps should not limit the effort that can be made by high tax capacity counties to support schools or by counties that place a high priority on educational excellence.

Recommendation 2:

The General Assembly should establish an equalization fund for low-wealth counties. As envisioned by the Study Group, an equalization fund would contain these elements:

- A "guaranteed tax base" for county current expense appropriations to schools equal to the state average adjusted tax base per student. In 1988-89, this would have "guaranteed" local current expense appropriations of $632 per student for all counties.

- A requirement that to receive equalization funding the effective property tax rates of low wealth counties must be at or above the state average effective tax rate.

- A condition that low wealth counties receiving equalization funds must also maintain a level of school funding effort equal to the equivalent amount of their countywide effective tax rate currently going to schools. For example, if local current expense appropriations were equal to the amount raised by $.30 of a county's effective tax rate, it would be required to maintain that level of support.

Recommendation 3:

The State should provide supplemental funding for small school units sufficient to offer an educational program roughly equivalent to the state-supported program offered in the majority of schools and school units. Funding should be provided on the following basis:

- OPTION A: County school units with 3,000 or fewer students in final average daily membership for the prior school year would receive supplemental funding for district level staffing. These units would also receive supplemental funding for school level staffing and instructional materials and equipment. Only county -- not city -- units would receive funding.

• OPTION B: All school units -- county and city -- with 3,000 or fewer students in final average daily membership would receive funding comparable to that recommended in Option A.

Note: The Board of Directors for the Public School Forum has not taken a position on local merger of city and county school units. The choice between Options A and B is properly left to the General Assembly. The Study Group recognizes the implications of its recommendation for school merger. None of the 15 counties in which the city school units are located would be eligible to receive funding under this proposal if they were merged. None of the 21 county units contains a city unit. Thus, the Study Group is proposing two funding options. One would limit funding to 21 county school units; the other would include 15 city school units.

• Local funds currently spent on schools for either construction or operating expenses could not be supplanted, although they could be shifted from one spending category to another. Assurances similar to those proposed for the equalization fund would be required.

Recommendation 4:

The State should issue up to $133 million in bonds for school construction in low wealth and small county school units (those with 3,000 or fewer students) that have an adjusted per student tax base that is below the state average.

No less than 30% of the funds would be reserved for small county school units. Eligible units would be required to match state dollars on a 1:3 basis. The revenue stream to support the bond issue would consist of the $10 million annually appropriated to the state Critical Needs Fund and county funds designated for school construction from the 1986 local option sales tax.

Small county school units which have already received grants from the Critical Needs Fund would not be eligible to receive additional funding until all other eligible counties with unmet needs had received consideration. As with any funds received through the equalization fund or the small school supplements, capital funds could not be supplanted.

Recommendation 5:

The state should require fiscal impact statements for proposed changes in state mandates that have the potential to impose a financial burden on county governments. Such statements should pay special attention to the effects of new or expanded mandates on low-wealth counties.

Recommendation 6:

When an impact statement indicates there will be an increase in the fiscal burden on counties, the General Assembly should recommend potential new sources of county revenue, or provide additional assistance to low-wealth counties unable to raise sufficient additional revenue but whose effective property tax rates are above the state average, using equalization formulas.

Recommendation 7:

The State should consider expanding the existing AFDC equalization fund to include Medicaid and Special Assistance for Adults. The expanded equalization fund should assure that no

county would be required to match state and federal welfare expenditures at a rate above the state average per resident.

Recommendation 8:

Mandated welfare payments should be considered in determining local tax capacity for the purposes of the Study Group's proposed equalization fund.

Recommendation 9:

The State should conduct a study of trends in the jail population in North Carolina and their potential impact on local governments, the study should assess alternatives to incarceration, improvements in the use of existing jails, and recommend ways to improve the use of data collected at the state level for long-range planning.

A Comprehensive Plan for Improving North Carolina Education

The Division of Superintendents,
North Carolina Association of School Administrators

Governance

State-level Governance

1. The State Superintendent of Public Instruction be appointed by the State Board of Education

2. Appointment of the members of the State Board of Education be a responsibility shared by the Governor, Senate, and House of Representatives.

3. Members of the State Board be limited to two six-year terms of service.

4. The appointed State Superintendent have an appropriate support staff.

5. The eight regional centers be retained as service and research centers.

District-Level Governance

School District Structure

1. A serious re-examination of all state statutes related to public school governance and the repeal of all that inhibit enhanced local decision-making.

2. A moratorium on new state laws related to the organization and governance of local school systems until the review is completed.

3. A commitment from the General Assembly to refrain from adopting statutes counterproductive to the goal of enhanced local autonomy.

4. A statutory requirement that the State of North Carolina fully fund all legislative initiatives affecting public schools.

5. Modification of all funding formulae to assure a base allotment to every district, regardless of size, sufficient to assure both a basic education for every child and the administrative services necessary to assure quality programs.

The Board of Education

1. Legislation be enacted to cause the creation of seven member boards, four members of which are elected on a non-partisan basis to staggered four-year terms and three members of which are appointed on a non-partisan basis to staggered four-year terms.

2. The purpose of local boards be re-examined and their policy-making role clearly defined. This will entail:

- Careful examination of statutes;
- Training for board membership required;
- Board meetings limited in frequency to once each quarter, except for emergencies.

3. Greater accountability be assured through provision of a measure of fiscal autonomy, to include:

- Authority to impose a supplemental school tax of $.15 per $100 valuation, the percentage to be discretionary with the school board;
- Authority to conduct a referendum on a higher supplemental tax rate.

The Superintendent

1. The basic selection process be changed to enhance the likelihood of high-quality applicants.

2. The basic nature of board-superintendent relationships be examined, with a focus on the need for greater understanding of roles and expectations by superintendents.

3. Contracting provisions for superintendents be changed by allowing rolling five-year contracts, renewable after three years.

Accountability

1. The local school district and its schools should be the accountability unit.

2. A "core program of literacy" should be established for academic subjects (the "core" represents what every literate North Carolinian should know) and should be sequenced to school organization, grade, and course level.

3. Assessment principles applicable to the "core program of literacy" should be drawn up and threshold marks should be assigned for individual schools and students.

4. A reward system commensurate with school success should be developed for principals and teachers.

5. An educational enrichment program for disadvantaged students that will equalize learning opportunities should be developed.

6. An Advisory Council for Educational Technology should be developed to consult on technology and schooling.

7. In-service education should be provided for teachers needing assistance/academic preparation.

8. A school that is identified as having a decline of 5 percent or more in success of students in any single two-year period should be declared a "school in crisis."

9. Principals and teachers of a "school in crisis" should be placed on probation.

10. A school system that experiences a decline of 5 percent or more in the success rate of students in half of its schools in a single two-year period should be declared a "school system in crisis."

11. The superintendent, associate superintendents, assistant superintendents, and all central office staff of a "school system in crisis" should be placed on probation.

12. An appropriate "crisis team" should be commissioned to help those schools and school systems declared "in crisis" in regaining successful status.

13. A local school board unable to bring a "school system in crisis" back to a successful status within two years be required to resign en bloc to the State Board of Education.

Organization and Governance Within Schools: Teaching So That All Can Learn

1. Many decisions formerly made at the state level should be made locally.

2. The amount of time each child devotes to a task should vary with the task and the speed with which the child can master the skills necessary to complete the task.

3. The school day and the school year should be lengthened as schools and school systems are ready to make this change.

4. The Carnegie Unit (150 hours for credit) should be abandoned in favor of mastery learning.

5. Student progress should be monitored in ways that accurately assess growth qualitatively as well as quantitatively.

6. Computers and other appropriate high-tech equipment should be provided and used in the classroom.

7. North Carolina should move away from state-mandated programs that require innovations in all schools and school systems. Instead, schools should be allowed to undertake pilot programs as they are able and willing to be pioneers.

The Instruction Program

1. Develop and implement a statewide "core program of literacy" sequenced to school organization and course level.

2. Develop standards for each subject within the "core."

3. Develop standards for all subjects not included in the "core program of literacy."

4. Prepare textbooks and teaching materials reflecting the standards.

Technology in the Classroom

1. Establishment of advisory councils for educational technology at the state, district, and school levels to develop instructional technology plans for the twenty-first century and to advise state, district, and school officials.

2. Procurement of appropriate technology, hardware, software, and training to include interactive technology workstations and laboratories, instructional management systems, and extensive training of teachers and school administrators.

3. Creation of innovative funding partnerships with business and industry at the state, district, and school levels to include legislation that provides tax incentives for business and industry and flexibility in the use of state funds.

Professional Preparation and Job Security

1. A bachelor's degree should no longer be considered adequate preparation for teaching in North Carolina public schools. Requirements will include a Bachelor's Degree and a Master's Degree which includes an internship and a licensing examination.

2. The present system of teacher education should be replaced by one that focuses on high academic achievement.

3. A licensure system for educators, administered by a professional practices board, replace the current certification system.

4. Salary plans for public education be revised to make them more competitive with other professions.

5. Tenure for principals and central office staff be eliminated and replaced with new reasonable and appropriate contract provisions.

Preparing the Child for Schooling: The Parent's and the Community's Role

1. Whenever necessary, intervention begin at birth so that a child's health, emotional and social development are attended to.

2. Services be provided by day-care centers, community family centers, or any other organizational structure that can deliver the necessary services and education.

3. Day-care centers be provided adjacent to or within secondary schools.

4. An educational enrichment program be provided for disadvantaged students.

Funding Public Schools in North Carolina

1. Public schools should be given first funding priority when new revenue initiatives are sought.

2. An Educational Equity Committee should be established to research, report on, and monitor annually the level of funding for all state public schools/school systems of varying size.

3. All education legislation enacted by the legislature should be fully funded.

4. Maximum local autonomy should be allowed in all areas of public school operations. The State Public School Fund should be consolidated to a maximum of eight line items.

5. Realistic budget cycles should be ensured.

6. The state should assume full funding responsibilities for K-12 facilities.

7. Local funding authorities should be required to maintain or expand the percentage of available revenues appropriated to public schools within their jurisdiction.

8. The state should provide full funding to meet state and federally imposed requirements.

9. The Public School Forum publication titled *All That's Within Them* should serve as a funding model for the state.

END NOTES

For additional copies of or information about the reports, contact the persons listed below:

A 20-Point Plan for Reshaping K-12 Education in North Carolina, North Carolina Department of Public Instruction, September 1990.

Dr. Roger H. Jackson, Deputy State Superintendent
North Carolina Department of Public Instruction
116 West Edenton Street, Education Building
Raleigh, North Carolina 27603-1712
(919) 733-3813

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Dr. Carolyn T. Cobb, Director
North Carolina Department of Public Instruction
Division of Development Services
217 West Jones Street, Education Annex I
Raleigh, North Carolina 27603-1332
(919) 733-4591

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Dr. Nancy J. Farmer, Middle Grades Consultant
North Carolina Department of Public Instruction
Program Services
116 West Edenton Street, Education Building
Raleigh, North Carolina 27603-1712
(919) 733-4787

Schools for the Twenty-First Century: A Position Paper on School Reform in North Carolina, The Tar Heel Association of Principals/Assistant Principals, February 28, 1990.

Paul Stiver, Executive Director
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Post Office Box 20004
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(919) 833-3205

The Skills Crisis in the Workplace: A Strategic Response for Economic Development, Governor's Commission on Workforce Preparedness, November 8, 1990.

Andy Frazier
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116 West Jones Street, Administration Building
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(919) 733-5811

Recommendations for the Reform of Public Education in North Carolina, North Carolina Citizens for Business and Industry, March 21, 1990.

Philip J. Kirk, Jr., President
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Post Office Box 2508
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All That's Within Them: Building A Foundation for Educational and Economic Growth, Public School Forum of North Carolina, Rural Initiative Study Group, December 1990.

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A Comprehensive Plan for Improving North Carolina Education, The Division of Superintendents, North Carolina Association of School Administrators, March 13, 1991.

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